

RSLV COMMUNITY SCHOOLS INITIATIVE

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Absolute Priority and Competitive Preference Priorities

The Department of Early Childhood, Multilingual, and Special Education in the College of Education at the University of Nevada, Las Vegas (UNLV), in collaboration with the Clark County School District (CCSD) and the City of Las Vegas (CLV), proposes a project entitled **ReInvent Schools Las Vegas – Community Schools Initiative (RSLV-CSI)** to enhance and systematically study a Full-Service Community School model in three elementary schools in the Las Vegas Valley over a five-year period (2019-2024). The proposed project would provide community schools services to the following three elementary schools classified as high-needs schools: *Kermit Booker Elementary School*, *Matt Kelly Elementary School*, and *CC Ronnow Elementary School* (see attached letters of support from CCSD related to school participation in this project). Across these three school sites, approximately 1700 students and 1100 parents, families, and community members will be served by proposed project activities.

The RSLV-CSI project will build on a current community schools initiative being implemented by the CLV, CCSD, and UNLV. RSLV currently serves 11 elementary schools in the Las Vegas Valley, and coordinates services among multiple nonprofit, educational, and governmental sectors (e.g., Americorps, Communities in Schools, Trauma Recovery Yoga) through a collective impact/community schools model. The current RSLV initiative began in the 2016-2017 academic year and focused on bringing needed community resources to high-needs elementary school campuses. In 2017-2018, the RSLV initiative was expanded through funding from Americorps to provide literacy tutoring and attendance interventions on each of the school campuses. While the first two years of this initiative have been successful, the RSLV leadership collaborative has noted that the community schools model currently being implemented lacks (a) a full-time coordinator on every school campus and (b) an emphasis on fidelity of

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implementation of programs and interventions. This makes it difficult to systematically study the impact of specific programs on targeted outcomes, and to purposefully use data related to the impact of the programs and interventions to make integrated intervention plans to support student outcomes. This information is vital to the replication of the community schools model to other schools in the district, which represents urban, suburban, and rural schools in Clark County, Nevada. The RSLV-CSI project would provide full-time coordination of community schools activities on the three proposed school sites and would focus on implementation fidelity of targeted programs and interventions for both evaluation and dissemination purposes to other schools across the district.

The RSLV-CSI project proposes activities that enhance three current pipeline services being implemented on school campuses: (1) high-quality early childhood education programs, (2) high-quality school and out-of-school-time programs and strategies, and (3) family and community engagement and supports. Additionally, the RSLV-CSI project proposes to either implement or enhance three additional pipeline services: (1) support for a child's transitions between levels (i.e., PK-kindergarten, 3rd-4th grade, 5th grade-middle school), (2) community-based support for students that facilitates their continued connection to the community and success in postsecondary education, and (3) social, health, nutrition, and mental health services and supports.

Competitive Preference Priority 2

The RSLV-CSI project represents a broadly representative consortium of critical partners in the education of students attending the three elementary schools. This consortium includes leadership from the CCSD, the CLV, and UNLV; the principals and leadership teams of the three school sites; nonprofit organizations providing critical services to students on school campuses;

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and other critical government agencies focused on the well-being of students and families within the Las Vegas Valley community (see included letters of supports). These partners are engaged in the community school activities currently happening on RSLV school campuses and will continue to be engaged in the RSLV-CSI project.

Competitive Preference Priority 3

The RSLV leadership collaborative, which began in the 2016-2017 academic year, has shown a history of effectiveness since its inception. This initiative started with four schools in the 2016-2017 academic year and increased to nine in the 2017-2018 academic year. This number has expanded to 12 in the 2018-2019 academic year. In addition to successful implementation of community school activities on these campuses, students have shown growth and progress in targeted areas. For example, in the 2017-2018 academic year, two of the RSLV schools increased their rating on the Nevada School Performance Framework and three increased their overall index scores. All schools in RSLV showed improvements in areas targeted by the initiative (i.e., literacy scores, attendance, closing achievement gaps; see attached annual report in Appendix A). In 2017-2018, 220 young children participated in an early literacy intervention funded by RSLV; overall, students showed an increase in scores related to letter sounds, decoding, and comprehension ($p < 0.01$). For students in K-3 who participated in the after-school literacy intervention ($n = 215$), 80% of students displayed growth in their literacy percentile scores as measured by *Aimsweb*, reflecting an increase of 4 percentile points. From an attendance perspective, the number of students in attendance at school increased by 2%, and the number of students identified as truant decreased by 3%. Finally, approximately 500 students were provided integrated student services through case management provided by a community schools coordinator; of those, more than 75% met their academic, attendance, or behavioral goals.

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The RSLV leadership collaborative believes that the RSLV-CSI project will help to increase the impact of our community schools initiative and systematize the community schools model in the Las Vegas Valley by better aligning the programs and interventions being implemented to the specific needs of the school communities. Funds from this project will allow the RSLV leadership collaborative to better understand which components of a community school model are most effective at improving student outcomes through coordinated, fidelity-based implementation.

Competitive Preference Priority 4

The RSLV-CSI project will incorporate a number of interventions that meet the What Works Clearinghouse definition of promising evidence, as these interventions increase the likelihood that programs will be effective. For the after-school programming and summer academies, RSLV-CSI project staff will implement *Literacy Express* for students in PK and K (meeting ESSA category of “strong” evidence for impact on student outcomes), *Voyager Passport* for students in K and 5 (meeting ESSA category of “strong” evidence for impact on student outcomes), and *Reading Recovery* for students in 1st grade (identified as an evidence-based practice through the What Works Clearinghouse) as an additional support to address deficits early before they become long-term literacy problems. Additionally, emergent bilingual/English language learning students will have access to *Lectura proactiva/Intervenciones tempranas de la lectura* in grades K-3 which has strong evidentiary support for this population of students. Students will be identified for the provision of these interventions through the implementation of screening metrics with follow-up diagnostic assessment to determine specific area of need. Family engagement in literacy and academics will

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also be integrated throughout the project, including supporting families in implementing literacy interventions in the home environment (Senechal, 2006).

Additionally, the social-emotional curricula to be implemented across all RSLV-CSI programs will be *Caring School Communities* (which had a positive impact on achievement, behavior, and student perspectives on school campuses according to the What Works Clearinghouse). Finally, the after-school programming and summer academies were designed using the What Works Clearinghouse practice guide entitled “Structuring Out-of-School Time to Improve Academic Achievement”. This guide indicates that, while low to moderate in evidence, alignment of interventions to school curricula and individualization of these interventions based on specific needs of students have promising impact on student learning. The guide by Beckett et al. (2009) recommends testing these after-school interventions on a larger scale to determine effectiveness, as well as providing high levels of structure to out-of-school time learning. We are proposing to do this with RSLV-CSI. All other programming was developed using a variety of evidence-based and research-based methods (see References for full citations of research to support efficacy).

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“ReInvent Schools Las Vegas – Community Schools Initiative”

Academic and well-being outcomes of children living in the state of Nevada continue to be ranked among the lowest in the country. Currently, Nevada ranks 47th in measures of overall child well-being (The Annie E. Casey Foundation, 2018; see Table 1 for a summary of Nevada’s rankings in specific measures of child well-being). There are a variety of complex, intersecting variables that directly correlate to these rankings. For example, 21.6% of children in Nevada are living below the poverty rate (U.S. Census Bureau, 2010). Additionally, only five percent of 4-year-olds and one percent of 3-year-olds have access to publicly-funded early childhood programming (NIEER, 2017). As poverty and early learning are key indicators of K-12 academic achievement, these rates can be linked to low proficiency scores on measures of academic achievement. Only 31% of 4th grade students scored at or above proficiency in math and reading on the National Assessment of Educational Progress (NAEP, 2017) and overall graduation rate in the state of Nevada is 80.9% (Nevada Department of Education, 2019).

Table 1

State of Nevada Rankings on Variables Related to Child Well-Being

Indicator of Well-being from Kids Count Data	
Book	Nevada Ranking
Overall Well-being	47 th
Economic Well-being	43 rd
Education	49 th
Health	43 rd
Family and Community	42 nd

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Over 75% of the public-school students in the state of Nevada attend the Clark County School District (CCSD; Nevada Department of Education, 2019). The CCSD is the fifth-largest school district in the United States of America, and currently serves 324,030 students in 360 schools. Additional demographic information regarding CCSD can be found in Table 2. Currently, approximately 49% of elementary students in CCSD are proficient in English Language Arts and 41.6% are proficient in mathematics.

Table 2

Demographic Information Regarding the Clark County School District for the 2017-2018 Academic Year

Demographic Category	Data Related to the Clark County School District
Total Student Population	324,030
Asian	6.34%
Black	14.14%
Latino	46.54%
Native American	0.36%
Pacific Islander	1.59%
Two or More Races	6.54%
White	24.50%
Emergent Bilinguals/English Language Learners	19.35%
Students with Disabilities	12.06%
Students eligible for Free or Reduced Lunch	67.02%
Transiency Rate	24.0%
Graduation Rate	83.2%

The CCSD is situated within the Las Vegas Valley and the municipalities of Las Vegas, North Las Vegas, Henderson, Boulder City, and unincorporated Clark County. The City of Las Vegas (CLV) is the largest municipality serviced by CCSD. According to the 2010 Census, there

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were approximately 583,756 people living in Las Vegas and the 2018 population estimate indicates this number has increased to 647,715. The median household income in Las Vegas is \$50,882, which is below the national average of \$59,039; approximately 16.8% of the population lives in poverty and 21.7% of the population is transient (U.S. Census, 2010). Currently, only approximately 29.4% of 18- to 24-year-olds are enrolled in postsecondary education and the Las Vegas community has a 6.8% unemployment rate (U.S. Census, 2016).

Beginning in 2016-2017, a broad consortium of stakeholders representing multiple sectors that influence the outcomes of children (i.e., CCSD, CLV, UNLV, principals, nonprofit agencies, parents, community leaders) worked to implement a community schools model on elementary school campuses in the Las Vegas Valley. To develop this community schools model, the consortium received technical assistance from the Coalition for Community Schools (see attached letter of support for the RSLV-CSI project). The theory of change (see Figure 1) underlying this community schools initiative was a focus on addressing the complex intersection of variables that ultimately support student academic, behavioral, social-emotional, and college- and career outcomes (i.e., access to early childhood education, academic interventions, civic engagement, multi-tiered behavioral supports, food security, parent and family employment) on a school campus in order to (1) prevent discrepancies in student outcomes before they occur and (2) provide supports to parents, families, and community members at a neighborhood school that was easily accessible and frequently visited. The ReInvent Schools Las Vegas initiative started with four elementary schools and has subsequently grown to 11 elementary schools and one middle school.

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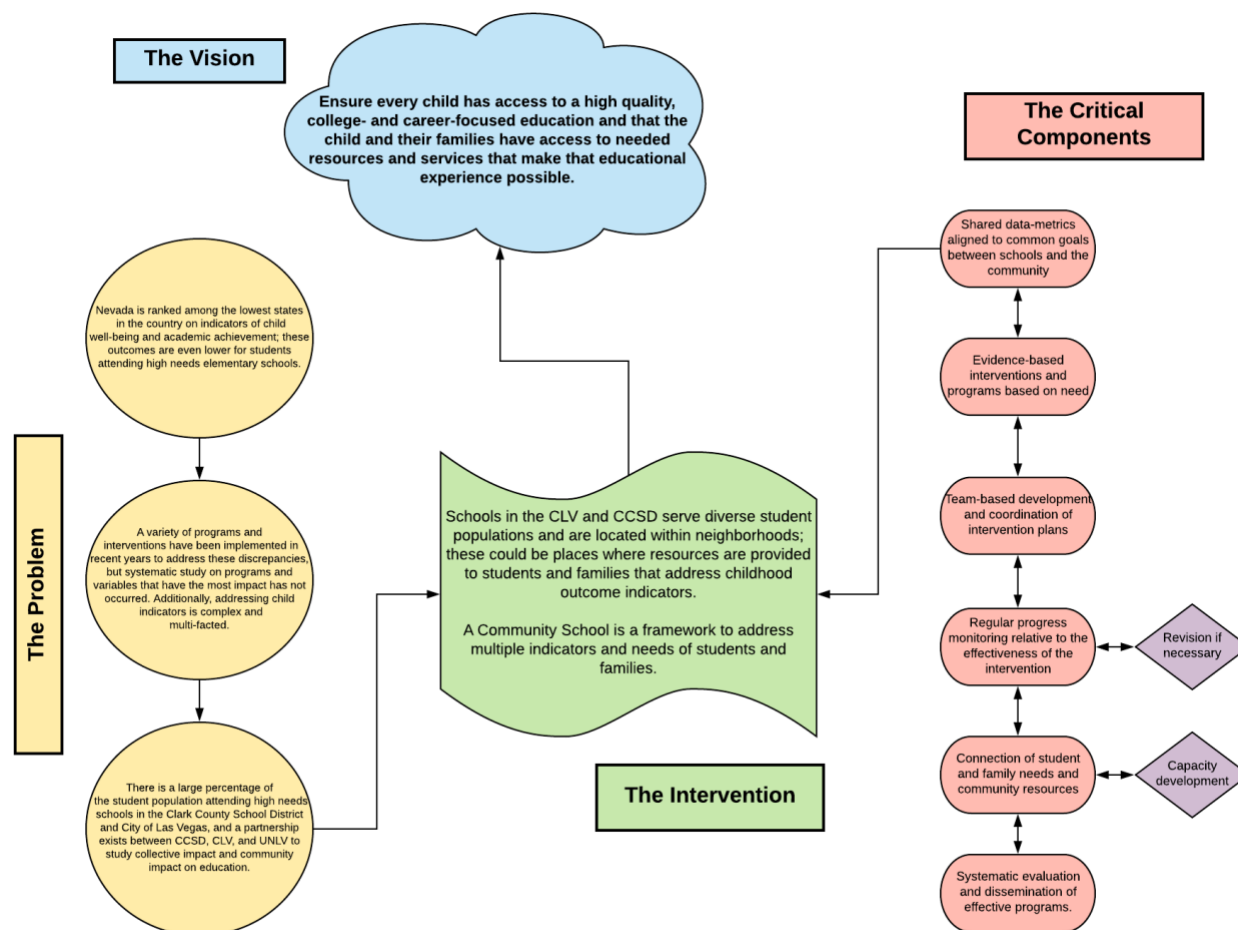


Figure 1. Theory of change driving community school initiative in Las Vegas

To date, the initiative has focused on providing after-school programming, literacy and attendance interventions, integrated student supports, and youth development programs on these school campuses. Currently, the backbone organization of RSLV is the CLV and staff in the Department of Youth Development and Social Innovation (YDSI) who provide coordination services to schools. While members of the RSLV leadership collaborative have found positive impacts on student outcomes based on programming (i.e., increases in literacy scores, decreases in truancy; see 2017-2018 annual evaluation report on Appendix A, p. 98), it is believed that site-based alignment of programs and interventions with the needs of students and families on the school campus, site-based coordination of programs and interventions, and active participation in

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shared data-based decision making regarding the impact of programming on school outcomes would improve the RSLV structure and provide needed models for dissemination and scaling of exemplar community schools in the Las Vegas Valley. It is also believed that nested evaluation of programs on exemplar school sites will allow the RSLV leadership collaborative to identify the programs and interventions that are most effective at addressing student outcome variables and leverage other community resources to support those effective programs.

Quality of Project Design

The Department of Early Childhood, Multilingual, and Special Education in the College of Education at the University of Nevada, Las Vegas (UNLV), in collaboration with the Clark County School District (CCSD), the City of Las Vegas (CLV), and three elementary school campuses in the Las Vegas Valley (e.g., Booker ES, Kelly ES, and Ronnow ES; RSLV-CSI Schools) propose the **ReInvent Schools Las Vegas – Community Schools Initiative (RSLV-CSI)** project to the U.S. Department of Education Office of Innovation and Improvement Full-Service Community Schools Program competition (CFDA 84.215J). This project proposes a series of programs and interventions focused on providing high quality academic instruction and programming in and out of school, integrated student supports, community engagement and mentoring, and parent and family engagement and advocacy to support the academic, behavioral, social-emotional, and college and career outcomes of students attending the RSLV-CSI schools. It is projected that approximately 1700 students and 1100 parents and families will be annually impacted by this project, with an average expenditure per participant per year of \$175.

Goals, Objectives, and Outcomes Clearly Specified and Measurable

The goals of the RSLV-CSI project are separated into two categories: (1) initial goals related to the development of a critical infrastructure at the RSLV-CSI Schools to deliver aligned

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programs and interventions and (2) expected program goals at the end of the proposed project period (2024) that are aligned to anticipated outcome measures of the RSLV-CSI project once infrastructures have been implemented.

Infrastructure Goals. The first two goals of the RSLV-CSI project are focused on developing the decision-making infrastructure and collaboration systems necessary for key stakeholders to be engaged in an integrated community of practice on each of the RSLV-CSI School campuses, wherein data from both in-school and community school activities are used to determine critical needs of students and families within the school community. Based on this data, specific Student Support Teams (SST) will be developed to coordinate efforts that improve the outcomes of at-risk students and families. These goals are:

Goal 1 (I.1): By May 31, 2020, each of the three RSLV-CSI elementary schools will develop a data-based Multi-Tiered Systems of Support model that incorporates RSLV-CSI programming to determine students who are in need of additional supports and to monitor student academic, behavioral, and social-emotional outcomes both in school and in the community school setting.

Goal 2 (I.2): By May 31, 2020, each of the three RSLV-CSI elementary schools will develop and implement Student Support Teams (SST) comprised of critical stakeholders that provide a series of integrated and connected interventions to meet the needs of Tier II and Tier III students on their school campus.

Both of these goals are slated to be completed throughout the late summer of 2019 and finalized by the end of the first quarter of 2019, with the majority of the planning scheduled to occur between August and October of 2019. The leadership team of RSLV-CSI will then implement these developed protocols as a pilot throughout the remainder of the 2019-2020

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academic year. Design-based revision of the developed protocols will occur between November and May of 2019-2020, allowing for full implementation in the 2020-2021 year.

RSLV-CSI Program Goals. The RSLV-CSI program goals are focused on the improvement of student academic, behavioral, social emotional, and college and career outcomes. These goals will be achieved through the development of programs and interventions aligned to the six pipeline services designed for enhancement or development during the RSLV-CSI project timeline (e.g., high quality early childhood education, high quality school and out-of-school learning, family and community engagement, support for student transitions, community-based supports, and social, health, and mental health services). The RSLV-CSI program goals are designed to be achieved throughout the entire life of the project (2019-2024). These goals are:

Goal 1 (P.1): By May 31, 2024, the number of children attending early childhood education programs within the RSLV-CSI school communities will increase by 25% based on attendance records; of those students attending early childhood education in the RSLV-CSI communities, 70% of students will score as Kindergarten ready on an assessment of academic and social functioning.

Goal 2 (P.2): By May 31, 2024, the number of students scoring at the proficiency level on standardized measures of academic achievement will increase by 15% at each of the three RSLV-CSI elementary schools and the percentage of students who are non-proficient but are on track to proficiency will increase by 10%.

Goal 3 (P.3): By May 31, 2024, community partners and local nonprofit agencies will provide 5400 hours (25% of the number of school days per year for five years) of direct service to

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students and families attending the RSLV-CSI elementary schools, and students and families will report an increased understanding of and satisfaction with services provided by these partners.

Goal 4 (P.4): By May 31, 2024, the number of hours parents and families spend actively engaged on each of the three RSLV-CSI elementary school campuses will increase by 25%; parent and family satisfaction with services provided by RSLV-CSI at the school campuses will rate at a 75% or higher; and parents and families will report an increased understanding of their role in the education of their children.

Goal 5 (P.5): By May 31, 2024, 60% of the students attending each of the three RSLV-CSI elementary schools will be served through coordinated, integrated student supports provided by the RSLV-CSI programming; this may include whole-school programming focused on supporting the holistic needs of students and their families.

Goal 6 (P.6): By May 31, 2024, there will be a 25% increase in the number of students who display increased understanding of community engagement, ability to collaborate and communicate with diverse populations, connectedness to their school community, and who have an established college- and career-readiness goal through participation in RSLV-CSI programming.

Design of Project is Appropriate to the Needs of the Target Population

The RSLV initiative was designed to provide community school services to schools that meet the following criteria (1) a star rating as measured by the Nevada School Performance Framework of 3 out of 5 or below; (2) 75% or higher of the students at the school are eligible for Free and Reduced Lunch (FRL) and at least two of the following criteria: (3) 35% or higher of the student population is emergent bilingual/English Language Learning; (4) the transiency rate of the school is 20% or higher; and (5) proficiency of students in either ELA or mathematics is

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below 50%. From this set of schools, three schools have been identified to participate in the RSLV-CSI project (e.g., Booker, Kelly, & Ronnow Elementary Schools). These schools were chosen as their needs align with the goals and objectives of the proposed RSLV-CSI project. Specifically, these three schools: (1) have new principals beginning at an established RSLV school, providing an opportunity to pilot a new framework for the community-schools model in the Las Vegas community, (2) principals willing to collaborate and develop the infrastructure necessary to make data-based decisions regarding community school programs and interventions (see letters of support from principals); (3) do not currently have a community schools coordinator on their campus; (4) have established early childhood education programs; (5) have a need for academic interventions and community engagement programs on their school campuses; and (6) have student achievement data scores that are below proficiency level that can be addressed by the proposed programming. Each of these school campuses has a School Organization Team (SOT), which is the governance structure of the school comprised of teachers and parents. Demographics and accountability data for each of these three schools is found in Table 3.

Table 3

Demographics of the RSLV-CSI Schools

School Accountability Data	Kermit Booker	Matt Kelly	CC Ronnow
from 2017-2018	Elementary School	Elementary School	Elementary School
<i>Nevada School Performance</i>	2/5	2/5	2/5
<i>Framework Star Rating</i>			
Total Number of Students	502	317	818
<i>Black</i>	37.05%	69.4%	6.85%

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<i>Latino</i>	54.78%	20.19%	85.57%
<i>White</i>	3.59%	5.05%	5.62%
<i>Two or More Races</i>	2.59%	-	-
<i>Emergent Bilinguals/English</i>	32.27%	10.09%	50.24%
<i>Language Learners</i>			
<i>Free and Reduced Lunch Eligible</i>	100%	100%	100%
Transiency Rate	25.4%	43.0%	21.4%
Percent of Students At or Above Proficiency			
<i>ELA</i>	36.7%	22.1%	36.6%
<i>Mathematics</i>	27.0%	15.6%	31%
Number of Early Childhood			
Education Classrooms	2	2	2
# of Years in RSLV	2	3	1

Kermit Booker Elementary School. Booker ES is a two-star elementary school located in the 89106-zip code, which borders the cities of Las Vegas and North Las Vegas. In this community, approximately 40% of the residents are Latino, 40% are Black or African American, and 15% are White. The median household income for 89106 is \$30,781. Booker is a Title I school that serves students from PK through 5th grade. Booker has been identified as a “Victory School”, a designation for schools with high populations of students living in poverty who attend low-performing schools throughout the state of Nevada. Through the Victory initiative, schools are provided additional funding to support academic intervention programs, integrated student supports, and other programs and services designed to support the academic, behavioral, and social-emotional needs of students living in poverty. For the 2017-2018 academic year, Booker established the following goals for their School Performance Plan: (1) increase 3rd grade reading proficiency, (2) reduce achievement gaps for both reading and math, and (3) increase the cultural

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competency of staff members through professional development. To achieve these metrics, the Booker leadership team has engaged in a variety of activities including adopting Engage NY curricula aligned to Nevada Academic Content Standards, providing tiered intervention services to students in literacy, implement class size reduction to allow teachers to provide targeted intervention and instruction, and engage student families in achieving these identified goals.

Matt Kelly Elementary School. Kelly ES is a two-star elementary school also located in the 89106-zip code, which borders the cities of Las Vegas and North Las Vegas. In this community, approximately 40% of the residents are Latino, 40% are Black or African American, and 15% are White. The median household income for 89106 is \$30,781. Kelly currently serves students from PK through 5th grade and is also a Victory school. Kelly has been identified as a Turnaround School in the Clark County School District, which has led to a number of changes to leadership and staffing at the school site. Through this initiative, Kelly has implemented a number of programs to support students, parents, and families in their community. These include partnerships with local nonprofits to provide opportunities for students and families (i.e., Girls on the Run, partnerships with the Family and Community Engagement and Services [FACES] office in the Clark County School District). For the 2017-2018 academic year, Kelly established the following goals for their School Performance Plan: (1) increase early childhood foundational literacy scores and achievement in upper elementary grades, (2) reduce achievement gaps for both reading and math, and (3) increase parent and family engagement on their school campus. To accomplish this, Kelly ES has: implemented a schoolwide literacy plan to provide Tier I instruction to all students; implemented a coaching model for all teachers to support implementation of this curricula; focused on expanding access to early childhood education;

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implemented summer learning academies for targeted students; and actively partnered with organizations to provide engagement activities for parents and families.

C.C. Ronnow Elementary School. Ronnow ES is a two-star elementary school located in the 89101-zip code, which is in the City of Las Vegas. Approximately 60% of the community is Latino, 22% is White, and 14% is Black or African American. The median income in 89101 is \$23,166. Ronnow ES is a Title I elementary school that serves students from PK through 5th grade. Ronnow partners with the district FACES office to engage parents and families and implements a variety of programs to support social-emotional and behavioral well-being on school campuses (e.g., Boystown). For the 2017-2018 academic year, Ronnow established the following goals for their School Performance Plan: (1) increase 3rd grade reading proficiency, (2) reduce achievement gaps for both reading and math, and (3) increase the cultural competency of the school. To achieve this, Ronnow has implemented training related to Tier I literacy instruction and coaching to ensure teachers are implementing instruction and interventions appropriately and has also developed programs to support parents and families of students who are struggling academically on school campuses. Additionally, Ronnow has focused on training teachers to engage in data-based decision-making using student progress monitoring assessment data.

Alignment of Proposed Project Activities to the Needs of RSLV-CSI Schools. The goals, objectives, and proposed project activities for RSLV-CSI have been purposefully aligned to the needs of the RSLV-CSI Schools to ensure that the implementation of RSLV-CSI will have a positive impact on the needs of the students, parents, and families at these school campuses. All three of the RSLV-CSI Schools have the foundational infrastructure for implementation of project activities focused on the initial three pipeline services on their school campuses (i.e.,

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early childhood education classrooms, a structure for after-school programming/summer learning opportunities, parent and family engagement activities). This foundational infrastructure will allow the RSLV-CSI collaborative to expand and enhance these project activities using funds requested for this grant. All three of the RSLV-CSI Schools lack a systematic coordinator for community school activities on their school campuses. This is an integral piece to the systematic implementation of RSLV-CSI programs and activities, and the RSLV-CSI Program Specialists proposed here would be trained to coordinate and enhance services being provided.

Additionally, each of these schools has a new principal for the 2019-2020 academic year which allows for the implementation of a systemic community-schools model on each of these school campuses. While the principals may be new, deep relationships have been built over time with other members of the school leadership team to sustain programming that has already been implemented successfully. A new principal will allow for the pivot of programming required by this grant proposal in a seamless way, while also building on the infrastructure already established through the RSLV partnership.

Finally, the three goals from each of the RSLV-CSI Schools School Performance Plan in 2017-2018 were directly aligned to the student outcome goals developed for the RSLV-CSI project. This ensures that the RSLV consortia is aligned to the same outcomes and will be collecting data that informs both in-school and community school objectives (e.g., literacy scores, closing achievement gaps, coordination of culturally relevant services). The implementation of RSLV-CSI project activities (i.e., after-school programming focused on intervention particularly in literacy, civic engagement, and social-emotional learning; integrated student supports; community mentoring and college- and career-focused programming; parent and family workshops) will focus on addressing barriers to achievement for students attending

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these campuses and working in a coordinated effort to improve key indicators of child well-being.

The proposed project activities for RSLV-CSI are also aligned to the identified academic and well-being needs as determined by a community needs assessment of key stakeholders (i.e., teachers, community members, parents/families; Morgan et al., in press). A needs assessment using a Delphi survey process was conducted in the targeted portions of the Las Vegas Valley to identify priority needs of students and families relative to academic and well-being outcomes. More than 850 participants provided information regarding the priority areas of need on elementary school campuses in the RSLV zone (Morgan et al., in press). The top five priorities for academics and well-being are presented in Table 4. Each of these priority areas has been incorporated in the design of RSLV-CSI proposed activities to best support the needs of the students, parents and families, and teachers at the RSLV-CSI Schools (alignment of needs and proposed programs also included in Table 4). Every effort has been made in the initial planning of RSLV-CSI project activities to ensure alignment of activities and needs and goals of the RSLV-CSI Schools to increase the likelihood of impact on outcomes.

Table 4

Top 5 Academic and Top 5 Well-being Priority Areas as Determined by a Needs Assessment

Rank	Academic Priority Area	RSLV-CSI Aligned Intervention or Program	Well-being Priority Area	RSLV-CSI Aligned Intervention or Program
1	Smaller classes/more individualized interventions	MTSS identification of students with needs/after-school intervention	Learning supplies and resources	RSLV Site Coordinator budget for needed materials
2	Effective teachers	Continuous professional development of teachers	Parent involvement	Parent and family engagement and advocacy programming

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3	Technology	RSLV Site Coordinator budget for needed materials	Food and food services	RSLV Site Coordinator implementation of integrated student supports
4	Engaging curricula and activities	After-school/summer learning for both academics & civic learning	After-school programming (SEL)	After-school/summer learning (Safekey) & <i>Caring School Community</i>
5	After-school programming (academic)	After-school intervention programming	Tutoring	After-school intervention programming

Quality of Project Services

The RSLV-CSI project was designed to expand and enhance current RSLV programs and interventions with a focus on (1) developing an implementation fidelity protocol for community school activities in Las Vegas to assist with evaluation, dissemination, and replication for both the Las Vegas Valley as well as sites across Nevada and the nation, (2) systematic coordination of community school activities on RSLV Schools by a trained ReInvent Schools Las Vegas Community Schools Initiative Program Specialist, (3) alignment of programs and interventions with the identified needs of students, parents, families, and community members, and (4) collaborative decision making to determine relative impact of specific programs and interventions on outcomes related to academic, behavioral, social-emotional, and college and career success. All project activities are designed to enhance and expand three pipeline services currently offered at RSLV-CSI Schools (e.g., early childhood education; out-of-school learning; parent and family engagement) and introduce three new pipeline services (e.g., transitions between levels; community-based supports that connect students to community; social, health, nutrition, and mental health services). See Table 5 for the alignment between RSLV-CSI goals and the pipeline services being addressed by proposed project activities. The RSLV-CSI project

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will address these pipeline services and goals by implementing community school programming in four main domains, aligned with the specific needs of the schools and community. These are:

(1) After-school and summer learning, (2) Integrated student supports, (3) Community engagement and mentorship, and (4) Family engagement (see Figure 2 for the conceptualization of these domains and Figure 3 for the full logic model of RSLV-CSI). Each of these domains is described below.

Table 5

Alignment of RSLV-CSI Program Goals and the Six Pipeline Services

Goal	Early Childhood Education	School & Out-of- School Learning	Family & Community Engagement	Transitions between Levels	Community- based Support	Social, Health, Nutrition, and Mental Health
I.1	X	X	X	X	X	X
I.2	X	X	X	X	X	X
P.1	X		X	X	X	
P.2	X	X	X		X	
P.3		X	X	X	X	X
P.4			X	X	X	X
P.5	X	X	X	X	X	X
P.6			X	X	X	

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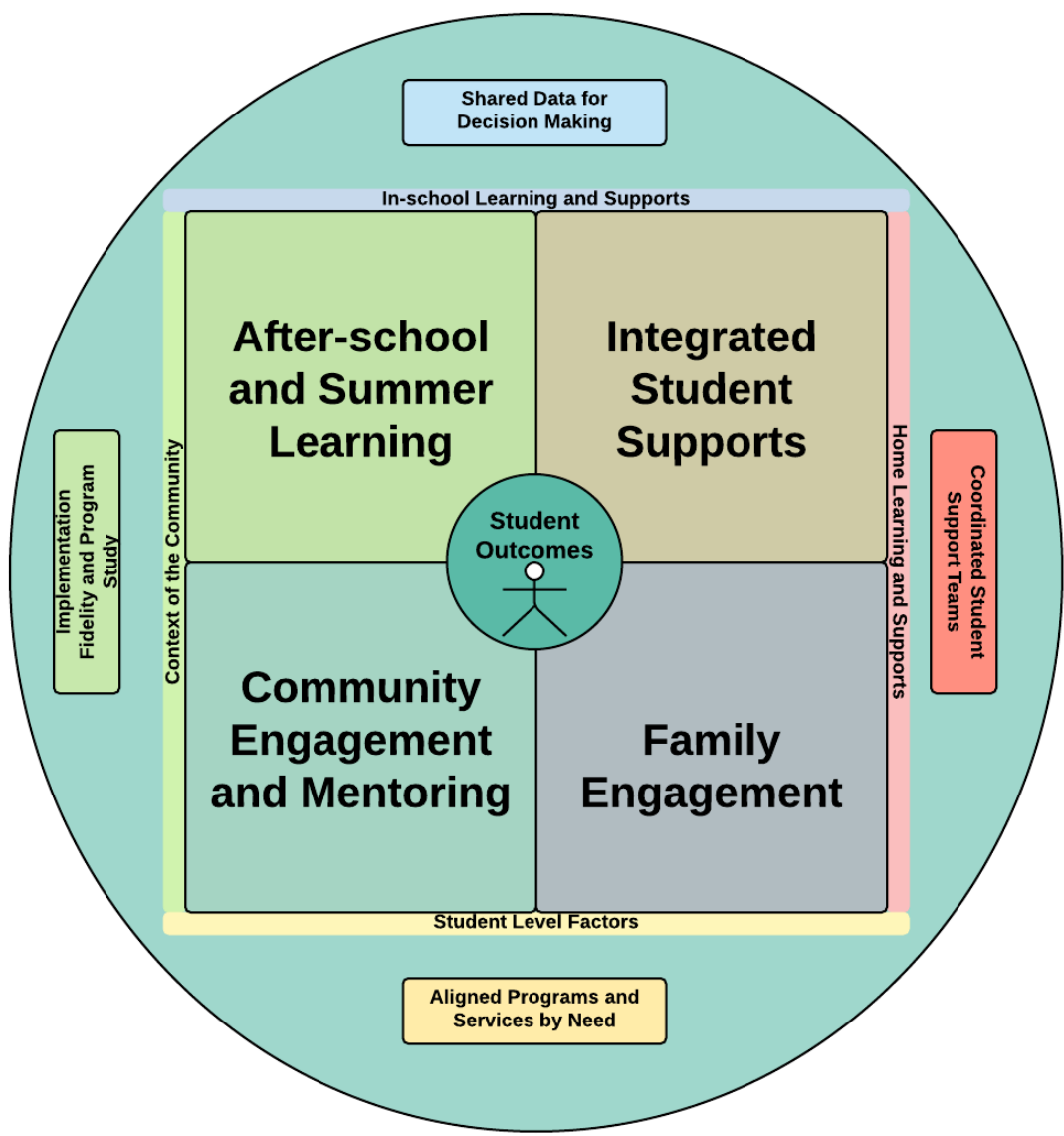


Figure 2. Domains of RSLV-CSI program activities and external factors that are influenced and support these domains.

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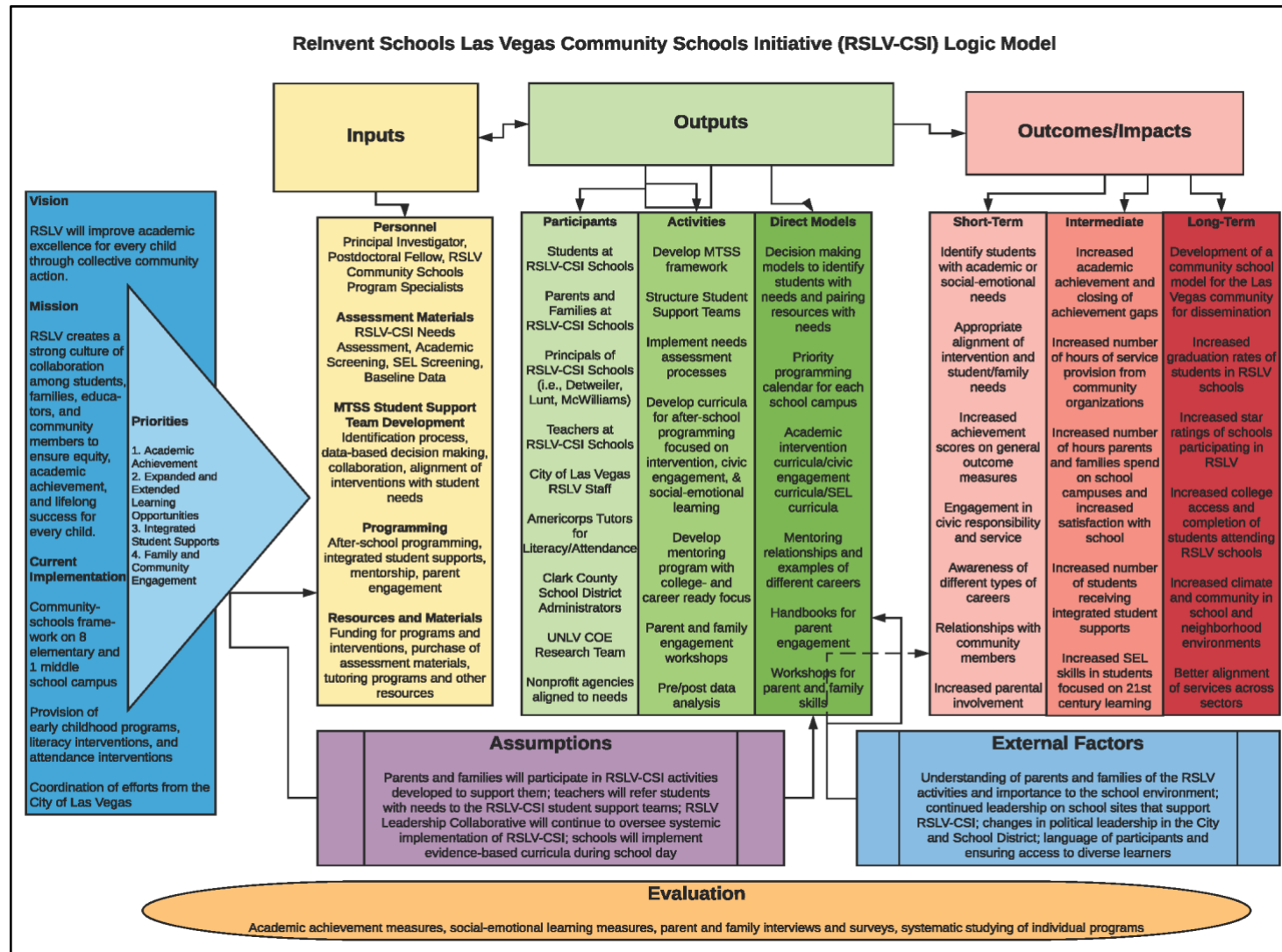


Figure 3. Logic model for the RSLV-CSI project

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All programs and interventions implemented on the RSLV School campuses related to the RSLV-CSI project will be aligned to the results of a needs assessment completed at the beginning of each project year. This needs assessment will help the RSLV-CSI Program Specialist in determining specific resources needed by students and families on the school campuses, as well as student, parent, and family interests in different types of foci for the programming (e.g., different types of social-emotional activities that students can engage in, needs of parents and families for parent and family engagement workshops). This needs assessment will be modified from the Federation for Community Schools needs assessment (found on page 117 of Appendix A).

Development of Multi-tiered Systems of Support Process

The first infrastructure goal of the RSLV-CSI project is to engage in collaboration with the three RSLV-CSI School principals and their teams to develop a Multi-tiered Systems of Support (MTSS) decision making model that considers the holistic needs of students and their families (i.e., academic, behavioral, physical and mental health, social-emotional needs) to ensure alignment of RSLV-CSI activities and the goals the school is working towards. This alignment will ensure equitable access for all students on the RSLV-CSI School campuses, with interventions and programming aligned to the specific needs of the students. Work towards this goal will occur during the first year of funding, with planning occurring between August and October of 2019 (planning work will be concluded by the end of the 1st quarter of the 2019-2020 academic year) and pilot implementation of the MTSS model being implemented in the 2nd-4th quarters of the 2019-2020 academic year. This will allow for full implementation of the data-based referral process beginning in year 2 of the project.

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The first thing the RSLV-CSI project will accomplish relative to this activity will be to agree on screening mechanisms and referral processes that can be used by teachers, other staff members, or parents and families to refer students to RSLV-CSI interventions and programming. Screening metrics will be established for academic (e.g., *Aimsweb*), behavioral (e.g., *BASC-3* screening, observational data, referrals to the office), and social-emotional (e.g., identified need for integrated student supports, communication concerns, collaboration concerns). Students identified as at-risk on *Aimsweb* assessments (i.e., 40th percentile and lower) and as at-risk or extreme risk as measured by the *BASC-3* screening metric will be referred to the MTSS and Student Support Teams (SSTs; described below) for additional assessment that provides a holistic understanding of student needs. From there, the SSTs will develop intervention support plans that address the academic, behavioral, or social-emotional needs identified; plans will be aligned to the diagnostic data collected and will be individualized to the specific needs of each student.

RSLV-CSI project staff and RSLV-CSI Schools will implement these screeners three times per year (i.e., fall, winter, spring) to identify students who may be at elevated risk, and these students will be referred to the MTSS team. The MTSS team will consist of members of the school administration (i.e., Principal, Assistant Principal), the school counselor, learning strategists, special education specialists, the school psychologist, and the RSLV-CSI Program Specialists. The responsibility of this team will be reviewing screening referrals to determine potential levels of service that need to be provided as well as additional assessments that may be needed; this team will also consider if individual teachers may need additional resources in the classroom to support their instruction. This team will also meet bi-weekly in between screening administrations to consider any new referrals that have been received and review progress on

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active referrals. These referral processes will be discussed with all stakeholders and processes for requesting support will be developed. Again, referrals will consider the holistic needs of students and their families and educational professionals on the RSLV-CSI campuses will be able to identify students in need of potential support in all areas (i.e., academic, behavioral, physical and mental health, social-emotional).

The MTSS team on each RSLV Schools site will consider the students who have been referred and will determine additional assessments that may be needed to provide details about the needs of the student, as well as prioritize areas of need and potential programming and interventions recommendations that best support the needs of that individual student (i.e., after-school programming and intervention, integrated student supports). Additionally, the MTSS team may recommend new interventions or programs aligned to student needs, which could be for small groups of students (Tier II) based on the data analyzed, or for individual students (Tier III). The MTSS teams will work to collect data that informs student progress in all aspects of the school environment. The MTSS team will then refer students and all relevant data to the Student Support Teams (SST; described below); the SST will draft the implementation of the targeted intervention plans for each individual student and determine the member who will be responsible for ensuring implementation of different components of the developed plan (e.g., RSLV-CSI Program Specialist responsible for ensuring student comes to after-school programming for additional literacy support and access to integrated student supports; teacher responsible for implementing behavioral plans to support on-task behavior in class).

Additionally, the MTSS team will agree to progress monitoring benchmarks they will implement to determine the relative impact of programming and interventions on the outcomes of students. These progress monitoring benchmarks will be aligned to school performance goals

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and the RSLV-CSI goals outlined in this proposal (see Table 8 for the goals, objectives, and benchmarks being monitored for project success). At least once per month, the MTSS team will review data related to student progress and will make recommendations about necessary changes to the interventions (i.e., increase dosage, alter intervention, move out of intervention, additional referral). This team will be critical to ensuring alignment of the RSLV-CSI initiatives and the in-school activities, as well as to ensuring that the community school activities are directly aligned with the school's goals and objectives.

Development of Student Support Teams

The second infrastructure goal focuses on the development of Student Support Teams (SSTs). The SSTs will be comprised of the RSLV-CSI Program Specialists, the school counselor, learning strategists, teachers (representatives from different grade levels that reflect the students being referred for intervention), Americorps and Safekey team members providing services after school, and any other key stakeholder who can provide supports to students identified as having Tier II or Tier III needs. The purpose of these SSTs will be to use data provide by the MTSS team to develop an intervention plan aligned to the needs of the student and to provide integrated student supports that meet students' academic, behavioral, and social-emotional needs that may be impacting their outcomes within the school environment. The SSTs will also ensure that data from all services being provided are being considered when determining the impact of tailored interventions and programming. The programming and interventions implemented by this team will be developed using data collected during the MTSS process and will incorporate the recommendations made by the MTSS team; the SSTs will be responsible for implementing the identified programs, tracking data related to progress, and providing the MTSS team data related to the impact of the targeted interventions. Members of

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this team will coordinate as needed to ensure alignment of provided programs and interventions.

The SSTs will be comprised of individuals close to the provision of services of the identified child, and they will be responsible for case managing the intervention and ensuring accurate implementation of the targeted intervention plans. They will also be responsible for ensuring that progress monitoring data are being collected to inform the impact of the intervention.

As a part of the development of the SSTs, the Principal Investigator and the RSLV Project Director will meet with nonprofits in the community who would like to provide services on the RSLV School campuses to determine alignment of the nonprofit services with the goals and objectives of the RSLV Schools. Nonprofits will provide a description of services provided, their data-collection process related to fidelity of implementation of services, and the outcome measurements they will provide to inform their impact on student outcomes. The Principal Investigator and the Project Evaluator will then review the outcome measures of the nonprofit agencies to ensure that (1) fidelity data regarding program implementation exists, which can support validity conclusions related to impact of programming, and (2) alignment of outcome measures and RSLV School goals and objectives. A resource guide of nonprofit agencies, the services they provide, and their typical measures of outcome will be developed by the Principal Investigator, RSLV Project Director, and Project Evaluator to share with the RSLV-CSI Program Specialists and SST/MTSS team members for use when developing interventions. More detailed information about the role of these SSTs can be found in the section below regarding “Integrated Student Supports”.

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After-school and Summer Learning (see evidence on References page; 40% of RSLV

Community Schools Program Specialists Position)

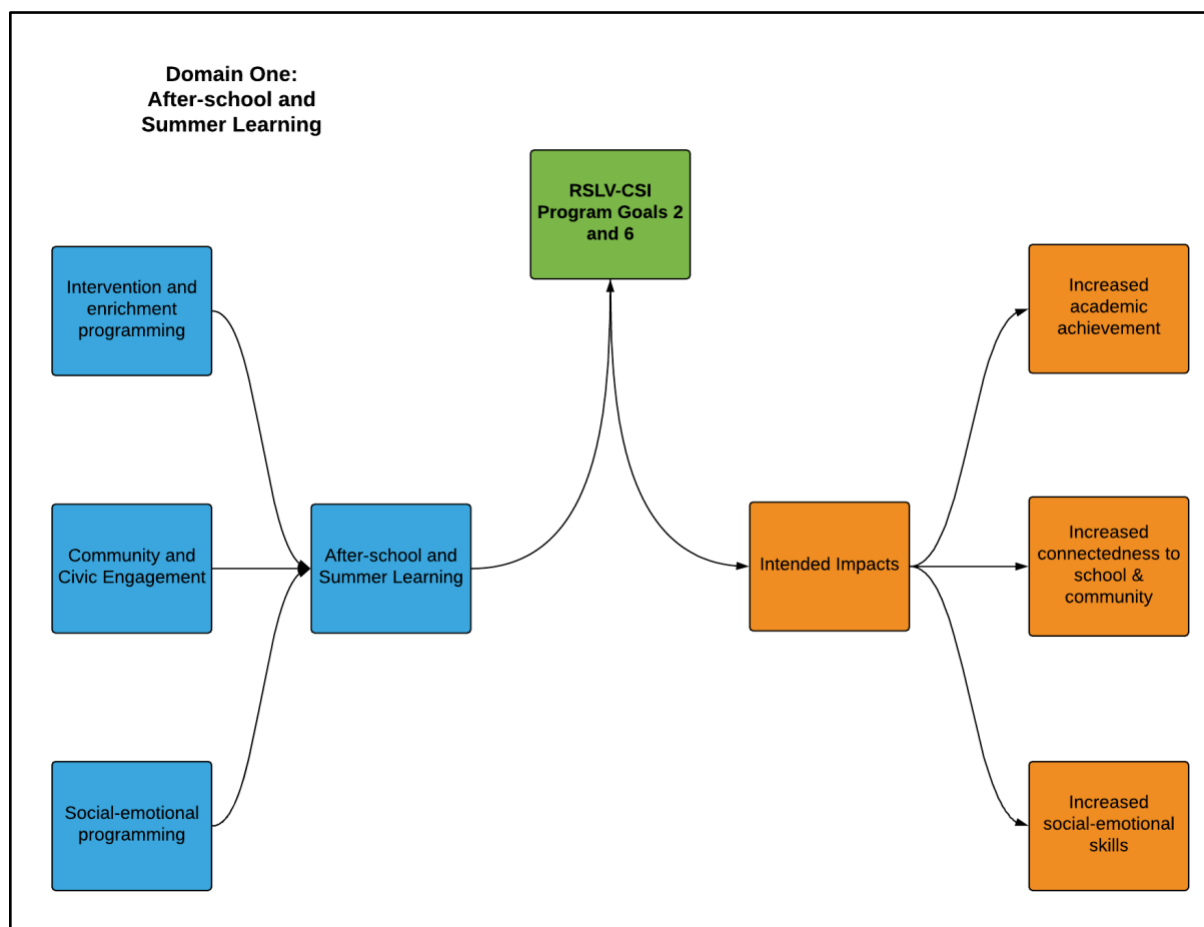


Figure 4. Summary of after-school and summer programming domain and intended impact.

The RSLV-CSI project will incorporate after-school and summer learning opportunities designed to provide both intervention and enrichment to students attending the RSLV-CSI Schools. The after-school and summer learning opportunities will be coordinated on each of the three school sites by the RSLV-CSI Program Specialists. These opportunities will be staffed by Safekey program staff, who are funded by the City of Las Vegas, and Americorps tutors who are funded on a separate grant currently housed in the City of Las Vegas (see cost sharing memo and cost sharing budget justification). After-school sessions will last for two hours per day, immediately following the scheduled end of the school day and will occur on the school campus.

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Summer learning academies will run for four hours a day for five weeks, Monday through Friday, following the Memorial Day holiday of each year of program implementation. There will be three main foci of the RSLV-CSI after-school and summer learning programs:

- (1) intervention and enrichment in academic skills as identified by MTSS/SST team,
- (2) community and civic engagement, and
- (3) social-emotional programming focused on noncognitive skills (i.e., communication, collaboration, problem-solving).

After-school and summer programming structures were developed using the IES Practice Guide focused on structuring out-of-school time learning (Beckett et al., 2009), particularly with the recommendation to tailor instruction to individual and small-group needs which displayed a moderate level of evidence. While other recommendations provided by Beckett et al. (2009) indicated a low level of evidence (i.e., alignment of intervention to school day programming, encouragement of attendance and participation, engaging learning experiences, and assessment of programming to determine impact), the authors also recommended that larger after-school and summer-learning programming with high levels of attendance conduct additional analysis on impact. Therefore, the members of the SSTs will maintain a focus on ensuring active engagement of identified students and their families in this out-of-school learning. Beckett et al. (2009) also recommended that after-school learning opportunities be highly structured and coordinated to ensure that they are meeting their goals. The proposed project does just that, with explicit structures recommended for implementation of these protocols.

Additionally, all after-school and summer programming will be anchored in the *Caring School Community* framework, which establishes a safe learning environment where students learn to work with students who are different from them. This program helps to develop a sense

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of community, and directly teaches social-emotional learning skills that will be necessary across all facets of the after-school and summer learning programs. *Caring School Community* will be integrated into all activities that provide services to students within the community school. This framework is an evidence-based practice that has been determined to have potentially positive impacts on behavior according to the What Works Clearinghouse review of research. The program uses opening and closing circle activities, meetings with students to discuss concerns and issues, cross-aged interactions for mentoring, and weekly connection activities for students to complete in their home environment. *Caring School Community* also explicitly teaches social skills to students who may need instruction or reinforcement for using specific skills.

Intervention and enrichment in literacy and academic skills. One hour per day of after-school programming will focus on intervention and/or enrichment activities for students. These activities will be aligned to either the area of specific skill that students need to practice (e.g., fluency practice in literacy, Tier II types of supports based on student needs) or to enhancing and enriching student understanding of grade level content being taught during the school day. All students on the school campus will be eligible to participate in after-school programming. As outlined in Beckett et al. (2009), academic intervention and enrichment programming will be aligned to the specific needs of students. To best determine this, screening metrics will be used three times per year (i.e., *Aimsweb* screening in fall, winter, spring). Students who score as below level will be provided intervention in academic skills and students scoring above level will be provided enhancement and/or enrichment activities. The main focus of intervention programming will be on literacy interventions, as these interventions are a primary focus of the RSLV-CSI schools and literacy is a fundamental skill required for success in multiple content areas throughout a students' school career. The intervention supports

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described below will be provided in addition to in-school curricula and instruction in literacy and other content areas; the after-school and summer learning spaces will be used to provide additional time to practice critical skills. While the focus is on literacy, tutoring and intervention support will be provided to students in other academic areas as needed and determined by the needs assessment and design teams on each school campus.

Any students identified as having additional instructional needs will be invited to participate in after school programming; however, all students will be able to attend after-school programming. The parents and families of students who are performing below level will be invited to meetings that describe the purpose for after-school programming, why their child has been identified to attend, and the expected outcome of regular attendance at after-school programming activities. Attendance incentives for participation in after-school programming will be developed to encourage regular attendance and participation in this intervention. Intervention groups for after-school programming will be based on specific needs identified through screening and progress monitoring metrics. There will be specific intervention groups focused on developing literacy skills, as well as tutoring and homework help groups focused on supporting students in developing mastery in other content areas. Student outcomes will be monitored regularly to flexibly group students as they make progress and enhance intervention effectiveness.

For students in PK identified as needing additional literacy support, *Literacy Express* will be used. This is an intervention for students aged 3-5, focused on oral language and emergent literacy. The intervention has been found to statistically significantly improve young children's oral language, phonological processing, and print knowledge skills (Farver, Lonigan, & Eppe, 2009). The intervention meets the ESSA tier one evidence base, indicating strong evidence, and

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is designed to be successful for emergent bilinguals/English language learners. It also was studied with Black children in urban public schools and found to be successful there. This curriculum has intervention units that can be implemented during an after-school program in a small group setting, which is why it was chosen for the proposed project.

For students in K-5, *Voyager Passport* will be used. This is an intervention that is evidence-based for students reading below grade level and is implemented using semi-scripted lessons delivered by paraprofessionals or teachers in small group instructional formats. The intervention uses semi-scripted lessons implemented by trained interventionists using explicit instructional sequences focused on all areas of literacy. *Voyager Passport* was implemented as a randomized control trial in 16 public schools across multiple districts and found that intervention students outscored comparison students ($d = +0.15$; Wanzek et al., 2017). *Voyager Passport* has been identified as an ESSA intervention with Tier I (strong) evidence and was chosen due to its ability to be implemented by trained interventionists using small group instruction. This aligns with the structure of the after-school literacy intervention.

Students in 1st grade identified as needing additional literacy intervention will also participate in the *Reading Recovery* intervention. *Reading Recovery* is a short-term tutoring intervention that focuses on reading and writing for 1st grade struggling students and is designed to be implemented in 30-minute sessions over a period of 12-20 weeks. *Reading Recovery* was chosen for its short duration and positive impact on all areas of reading according to the What Works Clearinghouse (i.e., decoding, comprehension, fluency, overall reading achievement). Because there is a strong focus on each of the three school sites on improving K-3 literacy, additional supports will be provided to 1st grade students identified as behind in order to allow

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them time and opportunity to address these needs and have the potential to catch up with their peers.

For emergent bilinguals identified as needing literacy intervention on the RSLV-CSI campuses, *Lectura proactiva/Intervenciones tempranas de la lectura* will be implemented. This evidence-based program (Vaughn, Linan-Thompson et al., 2006; Vaughn, Cirino et al., 2006) is designed to be implemented via small-group instruction and provides Spanish-speaking young learners the skills and strategies they need to accelerate their learning of reading in English. This intervention will be implemented by trained bilingual interventionists. *Lectura proactiva* will be used based on students' current WIDA and language proficiency levels.

On each campus, groupings of students with similar needs will be established by the MTSS and RSLV-CSI leadership team to determine the students needing particular intervention in particular areas. RSLV-CSI Program Specialists and Americorps tutors will be trained in the intervention protocols designed for their group and will be coached throughout the year on the appropriate implementation of these interventions. RSLV-CSI Program Specialists will be responsible for ensuring fidelity to implementation of the intervention and identifying additional supports that may be needed to ensure accurate implementation of the targeted intervention. Groups will be redistributed as necessary based on screening metrics administered across the academic year. While specific evidence-based interventions have been selected for literacy, additional tutoring and intervention support will be provided to students identified as having needs in other content areas. However, since literacy scores are a primary objective of the RSLV initiative and all three of the RSLV-CSI schools have a prioritized focus on literacy, interventions in that area have been prioritized in the design of the proposed project.

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Annually, RSLV Schools principals and the RSLV Principal Investigator and Project Director will meet to ensure alignment of interventions with in-school learning experiences being provided to students. The RSLV Project Director will provide training to the Americorps tutors to implement the academic interventions to students and will monitor their fidelity of implementation and provide explicit coaching if the tutors are struggling. Additionally, RSLV-CSI Program Specialists will monitor student skills related to their academic interventions and will collect progress monitoring data to report to the MTSS team.

Similar to intervention programming, students attending after-school programming who are performing at or above grade level on screening and progress monitoring assessments will receive enhancement and enrichment instruction related to the academic skills being taught during the school day (i.e., *Math Explorer*, *AfterSchool KidzLit*, *McGraw Hill Inspire Science*, *Pearson's Project STEM*). Again, RSLV Schools and the Principal Investigator and Project Director will meet to align enhancement and enrichment activities with the in-school curricula and provide extended and enhanced learning opportunities. These activities may include problem-based learning relative to grade level content, additional experimentation and observation logs, book clubs, or increased complexity of thinking relative to the academic content being learned in the classroom environment. This will give students who are at or above proficiency the opportunity to expand their thinking about topics they are learning in school, and to apply their learning to novel concepts outside of the classroom. Enhancement and enrichment programming will also be staffed by Americorps tutors and will be monitored by the RSLV-CSI Program Specialist on each school campus. Progress monitoring will occur for students receiving enrichment and enhancement instruction to ensure that students are maintaining their proficiency and are growing towards a more complex understanding of the academic content.

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On one day per week, students who are attending intervention sessions after school will have the opportunity to engage in enrichment and enhancement programming to ensure access to grade level content. Conversely, on one day per week, students who are attending after-school programming for enrichment and enhancement will engage in peer-assisted learning with students receiving intervention to provide additional supports and practices. Intervention and enrichment activities after school will be purposefully aligned to the needs of individual students in order to increase their growth towards grade level mastery of content. Intervention and enrichment sessions will run during both the first hour time slot of after-school programming and the second hour time slot; this will ensure all students who need intervention or enrichment can participate in intervention programming. Students will then rotate (e.g., if they received intervention for the first hour, they will do social-emotional programming for the second). However, all students will only participate in intervention or enrichment (e.g., academic-focused instruction) for one hour per day.

Summer learning academy. The summer learning academy will be structured similarly to the afterschool program. MTSS and SST teams will determine students who are in need of intervention, including students with disabilities and emergent bilinguals. Invitations will be sent to all students to participate in summer learning academies. Specific focus will be placed on encouraging students who are in need of additional intervention. These identified students will be specifically invited to attend in order to garner additional practice and continue to build skills toward proficiency and not lose those skills over the summer month. Summer learning academies will be staffed by student teachers and advanced practicum students from the UNLV College of Education, who will be mentored by licensed teachers hired to help mentor and direct the summer learning academy.

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The RSLV-CSI Program Specialists and the RSLV Project Director will oversee implementation of these summer learning academies. Similar to the after-school programming, RSLV-CSI project staff and RSLV Schools will identify specific students to attend summer programming and will align interventions with the needs of students. Students will be grouped based on their identified areas of intervention or enhancement, and practicum students will be trained on the implementation of the curricula. Two hours of each day of summer programming will focus on intervention and support for academic content area (using the evidence-based curricula identified for after-school programming) and two hours of each day will be focused on problem-based learning and inquiry approaches to education. The idea for summer programming will be to provide additional practice in specific areas of need, while also allowing students to engage in fun and experiential learning that can expand and enhance their knowledge of academic core content. As recommended by Regional Educational Laboratory (REL) findings, summer programming will provide targeted opportunities for parent and family engagement.

Community and civic engagement. On Tuesdays and Thursdays, the second hour of the RSLV-CSI programming will focus on community and civic engagement. Additionally, one Saturday morning per month for three hours will be devoted to community and civic engagement opportunities where parents, families, and community members will be invited to participate in the learning experiences their children are having. This programming will be facilitated by Safekey staff members on the school sites and will run opposite of a students' scheduled intervention or enrichment time block. This programming will also be supported by local nonprofit agencies, who will be contacted to sponsor specific activities related to community and civic engagement (e.g., Trauma Recovery Yoga, EyeCare 4 Kids, Americorps program; see included Letters of Support). Community and civic engagement activities will be designed to

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teach students more about their community and ways for them to get involved outside of the school environment.

Each quarter, the RSLV Principal Investigator and Project Director will identify a different topic to be explored during after-school programming. These topics will include information about the community (i.e., history of Las Vegas, outdoor activity options, performance arts options, different cultures in their community) or challenges faced by the community (i.e., homelessness, transportation systems, food insecurity, graffiti). Groups will study these topics and will complete a developmentally-appropriate research project that gives them more information about these topics. Once per quarter, students will host an event for parents, families, teachers, and community members about the findings of their community and civic engagement project. Additionally, students will participate in a field trip or community service activity related to that quarters' topic. These activities will give students an opportunity to interact with different members of their school community and begin working on their professional presentation skills, as well as see different resources their community has to offer or different community issues that need to be addressed.

Social-emotional programming focused on non-cognitive skills. On Mondays, Wednesdays, and Fridays, the second hour of RSLV-CSI programming will focus on social-emotional programming (e.g., communication, collaboration, problem-solving). This programming will focus on getting students actively engaged and will encourage them to work in groups to achieve a specific goal or purpose. This programming will be anchored in the *Caring School Community* curriculum, which was found by the What Works Clearinghouse to have a positive impact on academic achievement, behavior, and knowledge, attitudes, and values. There are four main components of *Caring School Community*: cross-aged peer interactions, activities

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to practice at home, lessons on social-emotional skills, and development of a positive school community. Activities provided in the out-of-school learning environment will focus on different social-emotional traits (i.e., active listening, working through a disagreement, collaborating, coming to consensus) and students will participate in a series of engaging activities that practice that specific skill (e.g., playing a game, solving a puzzle). These sessions will be led by Safekey staff members and will be designed by the RSLV Principal Investigator, Project Director, and the RSLV-CSI Program Specialists, with the support of key community nonprofits (i.e., Trauma Recovery Yoga, EyeCare 4 Kids, Americorps; see attached letters of support). At the end of each session, students will debrief on their thoughts related to social-emotional programming and will talk about how the skills they practiced can help them in their lives outside of school. The at-home activities component of the *Caring School Community* curricula will provide opportunities to engage parents and families in the social-emotional development of students. Additionally, this intervention provides direct and explicit teaching of skills for students who struggle if necessary (i.e., *Caring School Community*, *Connect with Kids*).

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Integrated Student Supports (see evidence on References page; 30% of the RSLV

Community Schools Program Specialist Position)

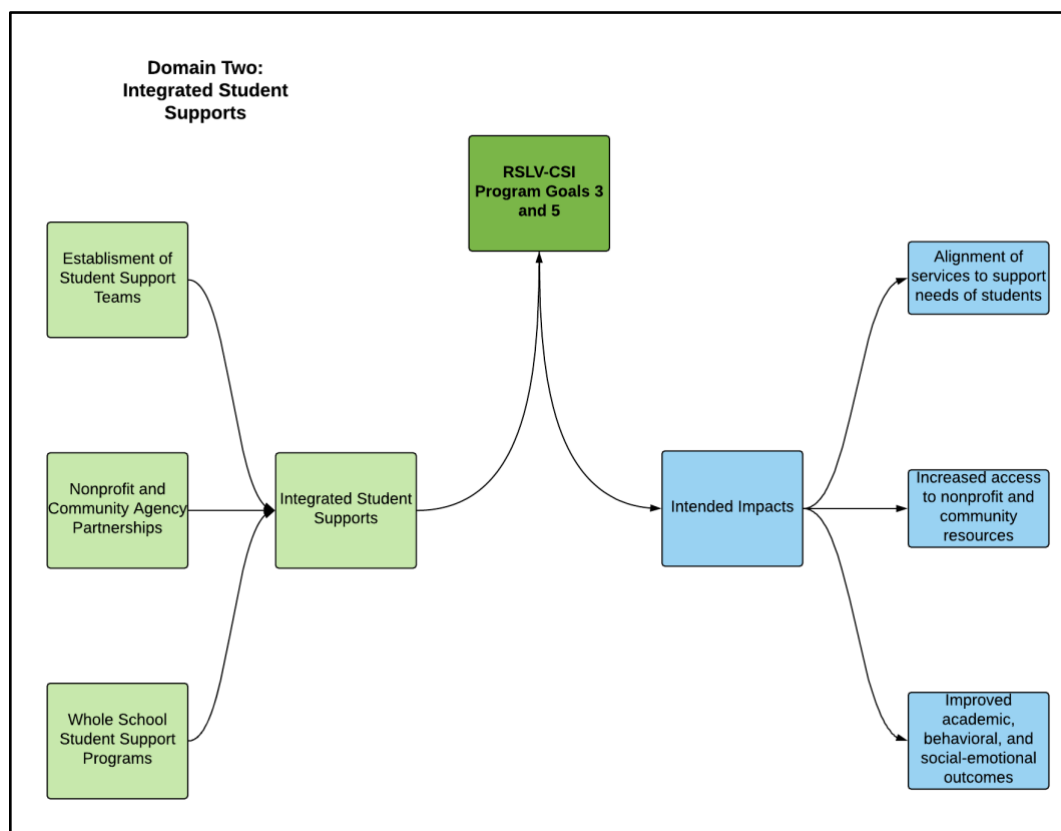


Figure 5. Summary of integrated student support domain activities and intended impact.

RSLV-CSI Program Specialists will coordinate integrated student supports on the campuses of each of the RSLV Schools. This will be a new pipeline service to be implemented as a component of this grant proposal and will be planned and piloted in year one with full implementation in year two. The provision of these services will be unique to each school site and the determined needs of students, parents and families, and community members, but some consistent structures will exist at all RSLV Schools. To start, the RSLV-CSI Program Specialists, Project Director, and Principal Investigator will work with each of the RSLV School principals to establish Multi-tiered Systems of Support (MTSS) teams and Student Support Teams (SSTs) designed to determine the needed integrated student supports for the entire student population

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and to coordinate specific interventions and services for students who are not responding to instruction or programming being provided. The MTSS teams will meet bi-weekly and will discuss students of concern who are identified either by (1) screening or progress monitoring metrics or (2) staff referral. Data from this referral process will be shared with the SSTs so that individualized intervention plans can be developed to support the identified needs of students.

At these meetings, the RSLV-CSI Program Specialists and other members of the SST (e.g., counselor, strategist, teacher, program coordinator, parent) will review data and information regarding referred student needs and then identify points where additional information may be needed. The RSLV-CSI Program Specialists will guide the team in developing a plan of programming (i.e., in-school supports, after-school learning, connection to community agencies) and a timeline for how those supports will be accessed by the student and their parents and families. If the parent is unable to attend the SST, the RSLV-CSI Program Specialists will work to contact the parents and families to discuss the SST plan, the student's progress and what supports or techniques that student might need to be successful. The SSTs will review individual student progress based on the timeline indicated in the initial plan to determine if the supports being provided are appropriate, or if additional intervention and programming may need to occur.

In addition to the coordination of the SSTs, the RSLV-CSI Program Specialists will be the liaison between nonprofit agencies and the school community, who were recruited and vetted as a part of the planning for implementation of the SSTs on the school campuses (see Infrastructure Goal 2). The RSLV Principal Investigator and Project Evaluator will make recommendations to the principal and SSTs about alignment of nonprofit services to the school campus; the RSLV-CSI Program Specialists will serve as the conduit for data reporting

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regarding impact. Similarly, the RSLV-CSI Program Specialists will seek out nonprofits to provide specific services as identified through systematic needs assessments and will monitor progress in a similar fashion.

Finally related to integrated student supports, the RSLV-CSI Program Specialists will coordinate any whole school programs related to the needs of students, parents and families, and other community members (e.g., food pantries, clothing closets, health screening fairs, mental health services). The RSLV Principal Investigator, Project Director, and RSLV-CSI Program Specialists will determine specific needs for these services through the implementation of an annual needs assessment and will ensure that these services are regularly provided on RSLV School campuses. The RSLV-CSI Program Specialists will coordinate these services through local government and nonprofit agencies. Additionally, the RSLV-CSI Program Specialists will hold a parent and family informational fair once per quarter that brings information about needed programs and services to school campuses in collaboration with the CLV and other parent and family engagement activities on the school campus (i.e., nonprofit agency information, processes and procedures for garnering support from governmental agencies, transportation information). These parent and family informational fairs will coincide with the community and civic engagement presentations hosted by students and will occur on Saturday morning once per quarter.

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Community Engagement and Mentoring (see evidence on References page; 15% of the RSLV Community Schools Program Specialist Position)

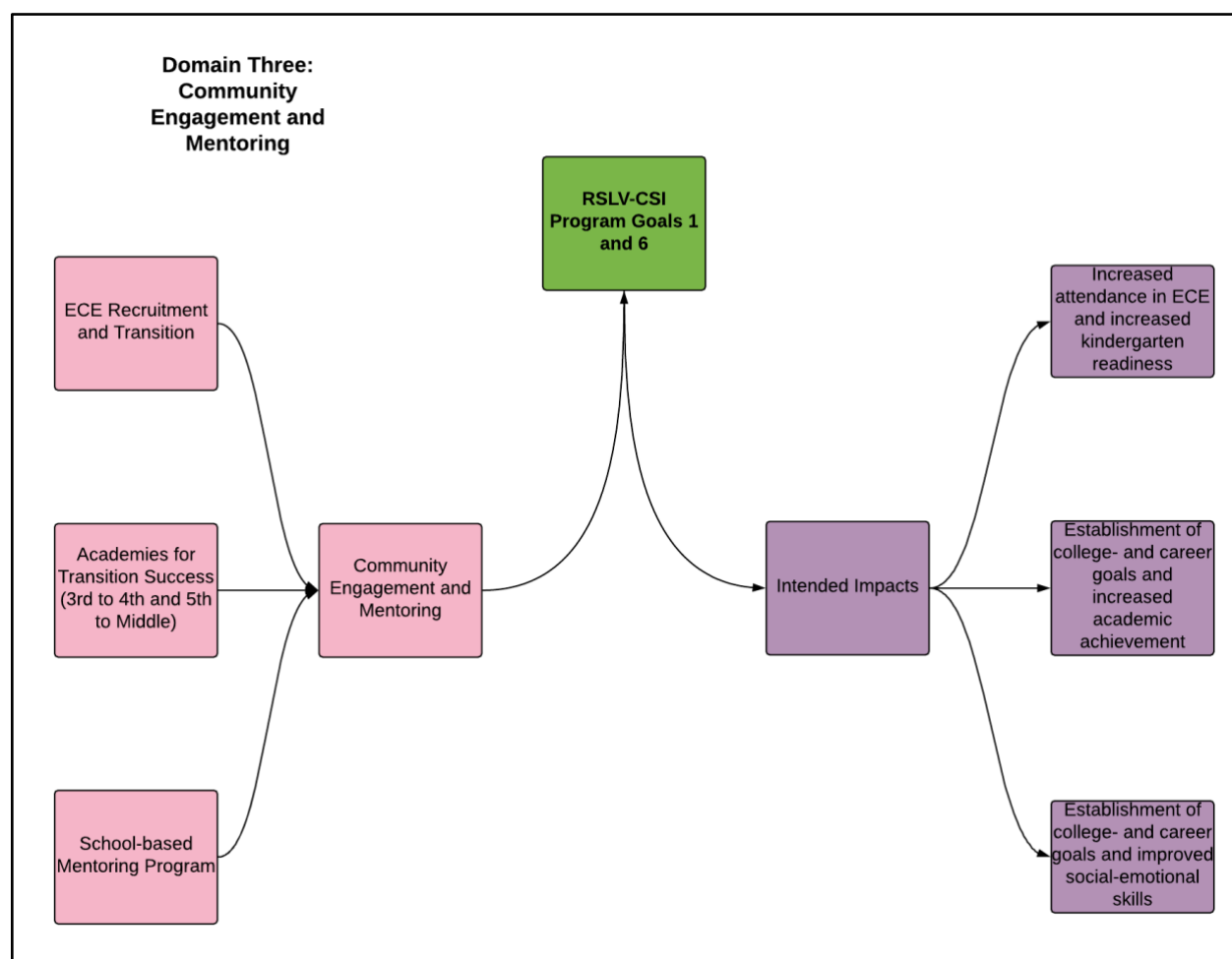


Figure 6. Summary of community engagement and mentoring domain activities and intended impact.

The RSLV-CSI project proposes that RSLV-CSI Program Specialists will coordinate activities related to community engagement and mentoring in order to facilitate the connection of students and their families to community supports, as well as support the transition between critical levels of schooling in order to work towards college- and career-readiness. There are three main prongs to this domain of the RSLV-CSI project: (1) support for the recruitment of students into early childhood education programming and transition from PK to Kindergarten, (2) academies to support students transitioning from 3rd grade to 4th grade and 5th grade to 6th

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grade, and (3) school-based mentorship programs involving community partners. Many of the activities outlined in this domain of the RSLV-CSI project naturally intersect with Parent and Family Engagement and Advocacy. The engagement of community supports, transitions, and mentoring are new pipeline services to be coordinated as an aspect of this project. As such, the first year will be spent planning for how to best integrate these ideas onto the RSLV-CSI campuses and piloting will begin during the second semester of the first year with full implementation beginning the second year of the proposed project.

Recruitment for early childhood and transition from PK to kinder. All three RSLV-CSI Schools have early childhood education programs currently operating at their school campuses. The goal of the RSLV-CSI project will be to support and enhance current offerings related to early learning and early childhood education. One method for doing this will be the identification of parents and families with 3-, 4-, and 5-year-olds in the community, and providing workshops and information about the importance of early learning experiences. The RSLV-CSI Community Schools Program Specialist will work with the school and the CLV's Strong Start early childhood education program to disseminate information about early childhood education to identified families and will coordinate parent and family information sessions about the importance of early learning for families with young children eligible to attend. Information about early childhood education will be provided at all quarterly informational fairs and parent and family engagement workshops; additionally, three informational sessions regarding early childhood education will be coordinated by the RSLV-CSI Program Specialist throughout the year. The RSLV-CSI Program Specialist will provide follow-up with parents and families to support them in enrolling their young children in early childhood education programs.

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In addition to recruitment of participants for early childhood education programming, the RSLV-CSI Project Director will work with early childhood education teachers on the RSLV-CSI School campuses and nonprofit agencies focused on the health and well-being of young children in schools to support students' transition from PK into Kindergarten. One week prior to the beginning of the school year, the RSLV-CSI Project Director and Program Specialist will coordinate a Kindergarten Academy for Transition Success (KATS) for students entering Kindergarten. This academy will run the week prior to the beginning of the school year and will allow incoming Kindergarten students the opportunity to meet their teachers, become familiarized with their classroom and school environment, begin to learn the expectations of Kindergarten students, and allow school staff and the RSLV-CSI team to begin conducting baseline screening assessments to identify specific needs of students entering Kindergarten. This will allow intervention programming to be planned early in the school year for students who may need additional supports in the transition to Kindergarten. At the same time, the KATS will provide parents information about successful Kindergarten completion.

Academies for Transition Success for 3rd to 4th grade and 5th grade to middle school.

Two other critical transition points in elementary schools are from 3rd to 4th grade, where students begin to learn critical content knowledge, and from 5th grade to middle school. The RSLV-CSI Program Specialist will work to develop two additional Academies for Transition Success (ATS) for students transitioning from 3rd to 4th grades and from 5th grade to middle school. The ATS will be aligned to the community mentorship and college- and career-ready programming provided to students and will focus on (1) the different types of learning that will occur in the higher grade, (2) why the transitions between grades is important to students'

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college- and career-readiness goals, and (3) social and behavioral expectations for the higher grade.

The ATS will occur twice per year: for one week after the end of the school year in the lower grade and for one week at the beginning of the school year in the upper grade. A tour of the feeder middle school will happen during both weeks of the ATS for 5th graders, so that they can be familiarized with their new environment. The ATS will cover a variety of important topics, including differences in learning between the lower grade and the upper grade, different types of learning strategies and techniques that students can use to be successful in their upper grade, the alignment of upper grade success to their college- and career-ready goals, social and emotional demands of the higher grades, and setting short-term goals that students can work towards during their first quarter of transition into the upper grade. The ATS will be facilitated by the RSLV-CSI Program Specialist, teachers on the school campus, and identified community mentors from the mentorship program. Additionally, the RSLV-CSI Program Specialist will monitor student participation to identify potential places where support may be needed. The goals set during the ATS will be monitored during the first quarter of the transition into the upper grade during after-school programming and Saturday mentorship sessions.

RSLV community mentorship programming. The final activity coordinated in the RSLV-CSI project proposal is the development of community mentorship programs on each of the RSLV-CSI School campuses. The RSLV Community Mentorship program will be developed using “The ABCs of School-based Mentoring” guide published by the Hamilton Fish Institute on School and Community Violence, the National Mentoring Center, and the Office of Juvenile Justice and Delinquency Prevention. The mentorship program is a new pipeline service and will

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be planned during the first year of the project with pilot implementation slated for year 2 and full implementation in years 3-5.

The RSLV-CSI Community Mentorship program will work to find volunteer mentors from the community around the RSLV-CSI School campuses, the local universities (specifically initial practicum students in teacher education programs), businesses around the school campuses, and staff members working for each of the schools. Mentors will meet with students at least once per month during after-school programming and twice per month during a Saturday session (one session in the morning and one session in the evening, in order to accommodate varied work schedules). Mentors will be recruited from a variety of college- and career backgrounds in order to provide students access to people with different levels of education and a variety of jobs so that they can begin to see what options are available to them outside of the school environment. Mentors will also be required to engage with students during the ATS, in order to assist their mentees with goal setting and the importance of their transition from lower grades to upper grades. All mentorship will take place on the RSLV-CSI School campus and all mentees will clear background checks required by the CCSD and the Nevada Department of Education.

Mentors will work in collaboratives to adjust for any potential scheduling conflicts that may occur, and collaboratives will be matched with groups of 5-7 students based on interest and goals as best as possible. Mentors will use the *Caring School Community* framework as their guide during mentoring sessions. In addition to participation in their mentorship group, mentorship collaboratives will present one Saturday per month to all students participating in the mentorship program about their background, education, and/or career. This will give all students an opportunity to hear about different people in their communities' experiences and give them

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ideas for what they could do after completion of school. These mentorship workshops will occur on the second scheduled Saturday session of every month, opposite the intervention and enrichment programming discussed above. Mentors will also be invited to participate in the community service and civic engagement opportunities that students will complete during each quarter. Parents and families will be invited to participate in these mentorship opportunities with their children to learn more about the different offerings within the community. The RSLV-CSI Program Specialist will work with the Americorps tutors and Safekey staff to recruit mentors, schedule the mentorship program, and train mentors in the curricula being implemented.

Parent and Family Engagement and Advocacy (see evidence on References page; 15% of the RSLV Community Schools Program Specialists Position)

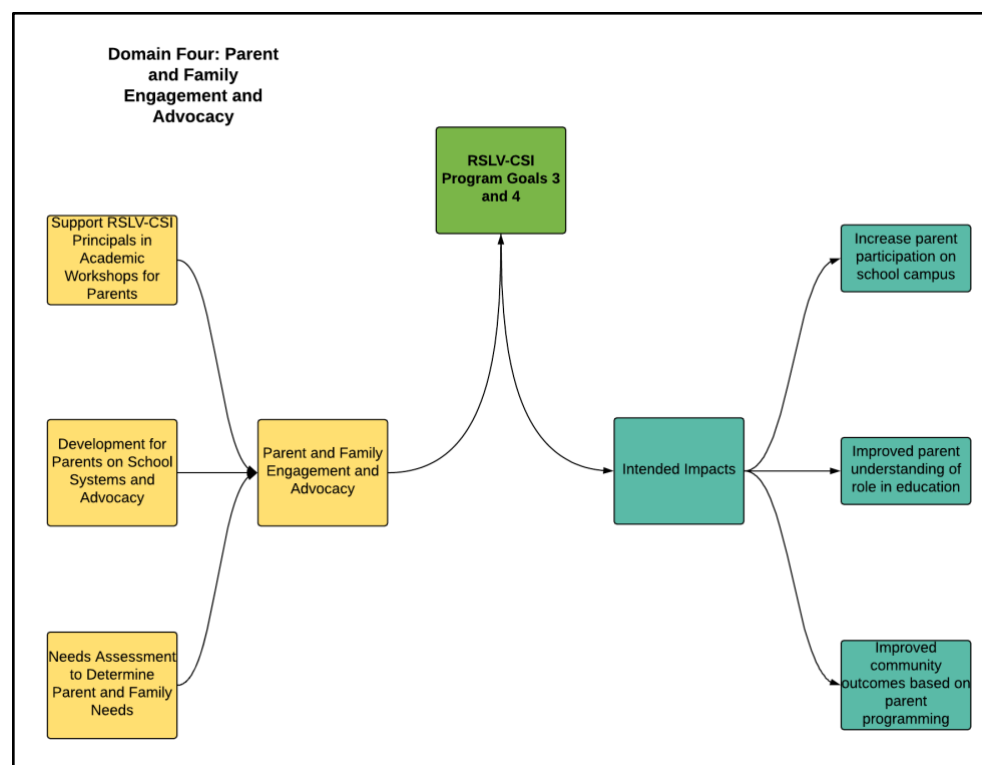


Figure 7. Summary of parent and family engagement domain activities and intended outcomes.

The final domain of RSLV-CSI programming focuses on active parent and family engagement, and support for parents in becoming advocates for their children on the RSLV-CSI

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School campuses. Parent and family engagement is already an active component of the programming at RSLV-CSI Schools. Proposed activities will enhance the parent and family engagement activities that are occurring and will also expand these activities to include a focus on providing specific resources to parents and families based on need as well as trainings for how parents can be advocates on their school campuses. All parent and family activities will be provided in English as well as other languages as needed to ensure access to all families. Parent and family engagement will be anchored in recommendations provided in *The Toolkit of Resources for Engaging Families and the Community as Partners in Education* (Garcia, Frunzi, Dean, Flores, & Miller, 2016).

Parents and families are critical partners to the RSLV-CSI proposed project, and as such will be included in multiple aspects of the project design. Parents and families will be involved in the needs assessment data collection that occurs annually on school campuses, and representatives of parents and families will have the opportunity to provide feedback on interventions and programs proposed for implementation at the beginning of each academic year. This is to ensure that the perspectives of parents and families are being valued and integrated into the work of the RSLV-CSI project. Additionally, parents and families will be actively engaged in the SSTs described above and will receive regular data updates on their child's progress that will be presented in meaningful ways that are easily understandable (Garcia et al., 2016). Finally, parents and families will be actively engaged in understanding the different components of the RSLV-CSI project and regular communication will occur about the updates of the project and new programs being offered on campuses. The project team views parents and families as essential to the success of the project and will actively engage them in decision-making at every stage of project implementation.

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As an enhancement technique, the RSLV-CSI Program Coordinators will work with the administration and teachers at each of the RSLV-CSI Schools to develop four academic-focused workshops throughout the year (e.g., Literacy, Mathematics, Science and Technology, and the Arts Nights) that center around college- and career-opportunities for students in each of these fields, academic supports that can be provided in the home and community environment, and showcases of student work from across the school in these three areas. Senechal (2006) found that active parent engagement in academics, particularly literacy, have an effect on the achievement outcomes of students particularly when parents and families are teaching critical academic skills at home. Therefore, these nights will focus on helping parents and families support the learning of their students in school. Literacy and Math Nights are already scheduled as a part of the RSLV Schools' performance plans and the RSLV-CSI staff will ensure that metrics being used in the after-school programming and summer learning are reflected in these academic nights. Two additional nights will provide more opportunity for parents and families to learn about academics in their child's school. The RSLV-CSI Program Coordinators will work to recruit parent participation and attendance at these events.

The RSLV-CSI Principal Investigator and Project Director will also work with school leadership to develop trainings for parents about how to be a leader within the school community. These trainings will focus on the role of the School Organization Team (SOT), which is the governance structure in place in the CCSD per Nevada law, and parents' voice at the SOT meeting; the RSLV Site Team, which is the governance structure of the community school initiative, and parents' role on that; how to understand student progress reports and data, and how interventions and programming can support student outcomes; and finally, how parents can advocate for their children on the school campus and engage in collaborative discourse with

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teachers and administrators. Additional workshops and resources will be provided to parents and families based on identified need. These workshops will occur once per quarter.

The RSLV-CSI Program Specialists will coordinate parent and family volunteer services on the school campus or during the after-school and summer learning academies. The target will be to get at least 25% of the parents and families of students on these school campuses to volunteer time during the academic year, in whatever capacity they feel most comfortable. This could be helping coordinate events, tutoring students, serving as a mentor to other students on campus, or answering questions of other parents and families about the school. The RSLV-CSI Program Specialists will keep a log of parent and family volunteers and the hours they spend on campus and will work to recruit participants in all RSLV-CSI programming.

Finally, the RSLV-CSI Project Director, in collaboration with the RSLV-CSI Program Specialists, will conduct a needs assessment with parents and families regarding community resources or services they may need on school campus. Based on these needs, the RSLV-CSI will partner with the Family and Community Engage Services (FACES) Department of the CCSO to provide these opportunities to parents (see attached letter of support). These services could include GED classes or access to postsecondary education, job hiring workshops, linkages to services within the school community, technology classes, or other things that will support parents and families in the home environment. All of these services will be based on identified need in the school environment.

Ensuring Equal Access to Project Services

All activities in the RSLV-CSI project are designed to ensure equitable access for all students, parents, families, and community members. The purpose of this project is to provide evidence-based community schools' programming that supports the well-being and outcomes of

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all students, including those with disabilities. To this end, several considerations have been made to ensure that all individuals within the RSLV-CSI School communities have access to and can benefit from the project. First, RSLV-CSI programming and interventions will be provided to students identified using valid and reliable screening instruments and referrals from teachers or other staff members using quantitative data; assessments will be delivered in English and Spanish. This will ensure that all students who need support have the opportunity to be identified to receive it. Additionally, these data will be used to monitor effectiveness of programming and the alignment of programs and services based on need. All program materials focused on parent and family engagement will be distributed in English and other languages spoken by parents and families as necessary, and translators will be available for parent and family workshops. Finally, the community mentors recruited to participate in the mentorship program will be reflective of the community around each of the school sites. This will help to ensure that students are reflected in the mentors they are working with, and that students receive information about diverse experiences within their community. Project staff will evaluate the demographics of people accessing RSLV-CSI services annually to determine if the needs of the community are being met, and adjustments to program implementation and recruitment will be as necessary to ensure equity.

Adequacy of Resources

Three main organizational partners will work to implement RSLV-CSI project activities and accomplish the delineated goals: the University of Nevada, Las Vegas College of Education (UNLV-COE), serving as the lead agency for this grant proposal and the main provider of data collection, professional development, and fidelity checklists for programs and interventions; the City of Las Vegas (CLV), who has served as the backbone agency for the RSLV initiative and

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will provide critical connections to community resources and nonprofits, as well as supervise the Americorps tutors and Safekey employees delivering after-school and mentoring instruction; and the Clark County School District (CCSD), the Local Education Agency (LEA) where the three identified elementary schools are located who will provide the physical space for the community schools, the in-school learning, and the space to coordinate and collaborate regarding needed services. See the attached Letter of Partnership that serves as an agreement to collaboratively execute the objectives and activities as delineated in this grant proposal, which serves as an extension of a Memorandum of Understanding for RSLV that was signed on July 1, 2016 (see attached MOU with the current Letter of Partnership for the proposed project). In addition to these three partners, other nonprofit agencies and community organizations have agreed to partner with the RSLV-CSI project to continue to provide critical community services to students attending school on the three RSLV-CSI School campuses (see attached letters of support). Each lead partner agency is described briefly below, with a focus on the appropriateness of their organization to the RSLV-CSI project. Then, a summary of each partners responsibilities relative to this project will be discussed.

University of Nevada, Las Vegas College of Education (UNLV-COE)

The University of Nevada, Las Vegas (UNLV) is an urban research institution that has been designated as a Minority Serving Institution (MSI), an Asian-American and Native-American, Pacific Islander-Serving Institution (AANAPISI), and a Hispanic Serving Institution (HIS) by the U.S. Department of Education. Currently, UNLV is tied for the most diverse university in the country for undergraduate students. UNLV currently educates over 30,000 students, including 5000 graduate and professional students, and hosts over 1000 faculty and staff. There are 146 academic programs offering over 390 majors, minors, and certificates. The

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Carnegie Foundation ranks the university in the category of “very high research activity” for the Advancement of Teaching. The 350-acre campus is home to an inclusive preschool that provides a model for inclusive early childhood education, as well as a 60,000 square foot urban elementary school that provides public education to local students. UNLV has a strong history of collaborating with the local community to solve important problems that face southern Nevada.

Grant and research support. UNLV’s Office of Sponsored Programs and Office of Research Integrity provide institutional support and oversight on externally-funded projects and create an environment that promotes the ethical and responsible conduct of research, while ensuring that researchers comply with all regulations (e.g., federal, state, local, and institutional).

College of Education. The UNLV-COE is a robust college focused on developing innovative methods for supporting the outcomes of students in an urban environment, as well as preparing teachers to best meet the needs of this population of students. The UNLV-COE currently houses four academic departments that focus on all aspects of a child’s experience in PK-16 education (i.e., teaching, special education, English language learning, counselor education, educational leadership). There are seven research centers and clinics in the UNLV-COE, and faculty in the college are productive scholars and providers of service to the local community. In addition to the UNLV Office of Sponsored Programs, the UNLV-COE has an Office of Research and Sponsored Programs that supports both pre-grant award activities as well as post-award grant management. This office is designed to support the implementation of funded projects and support Principal Investigators in implementing their proposed activities.

City of Las Vegas

The City of Las Vegas (CLV) is the largest city in the state of Nevada, with a total population of over 640,000. The CLV is focused on developing into a world-class city that is

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focused on providing high quality services to all of its citizens. Current CLV initiatives focus on sustainability, homeless services, and education. Specifically related to education, the Department of Youth Development and Social Innovation (YDSI) in the CLV implements a variety of programs and partnerships designed to improve the outcomes of children and youth within the city. These include early childhood education centers, teen mentoring programs, work with the My Brother's Keeper initiative, and before- and after-school programs designed to provide needed supports and services for the youth in the community.

Beginning in the 2016-2017 academic year, the CLV became the backbone organization for RSLV. Currently, the city sponsors 13 RSLV schools (12 elementary, one middle) and will sponsor four additional schools in the 2018-2019 academic year. Relative to RSLV, the CLV currently allocates more than \$1.7 million per year in RSLV programs and interventions (see attached letter of support from the City of Las Vegas that delineates full budget summary). These include before- and after-school literacy intervention programs, attendance intervention programs, summer learning academies, and parent and family fairs. For the RSLV-CSI project, the CLV is cost-sharing more than \$160,000 per year (see attached cost sharing justification and memo from the CLV regarding cost sharing programs and descriptions).

Clark County School District

The Clark County School District (CCSD) is the fifth largest school district in the country and educates approximately 75% of the students in the state of Nevada. There are more than 320,000 students enrolled in CCSD programming from kindergarten through 12th grade on 360 public school campuses. The CCSD serves students in urban, suburban, and rural communities and employs more than 42,000 teachers and staff members. The CCSD is currently working on initiatives focused on increasing student outcomes and transferring governance from central

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offices to individual school campuses per a Nevada law enacted in 2017. The CCSD offers a variety of different programs and services to students around the district, including over 140 magnet and career/technical programs. Additionally, CCSD partners with the community in a variety of ways to provide needed services to students on their school campuses.

In 2016, CCSD established a new program that partnered schools with community organizations in order to “reinvent” how schooling occurred on campuses. This initiative was designed to test different models of how services could be provided to school campuses; the RSLV initiative was one of these models in partnership with CLV and UNLV. To support community schooling in CCSD, the district has a variety of offices and staff members (including FACES; see attached letter of support) focused on supporting RSLV initiatives on school campuses. Three principals (e.g., Detweiler, Lunt, McWilliams) have agreed to implement RSLV-CSI programs on their school campuses and coordinate to provide different types of services and programming to students using the data in a coordinated, aligned collaboration.

Role of Each Partner in the Success of RSLV-CSI

The specific roles and responsibilities of each partner in the proposed RSLV-CSI project are outlined in the attached Letter of Partnership, and in the executed MOU. Each lead agency participating in the RSLV-CSI has agreed to work collaboratively to implement project activities and ensure achievement of project objectives as outlined in this proposal. As part of the leadership collaborative, each lead agency has agreed to meet quarterly to review data related to project objectives and goals and to provide feedback on progress towards mastery of project goals. Additionally, each lead agency has agreed to share resources regarding programming relevant to the RSLV-CSI initiative to ensure that progress towards goals is being considered from all indicators relative to measurement of child well-being. Additionally, the leadership

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collaborative from these agencies has agreed to collaboratively hire and place all RSLV-CSI project personnel and recruit and engage nonprofit partners in providing needed services to students, their parents and families, and members of the community in order to expand the depth and breadth of program services.

In addition to these collaborative activities, each lead agency agrees to oversee specific components of the RSLV-CSI activities to ensure the success of the proposed project and achievement of specific project goals. The UNLV-COE agrees to coordinate the grant activities, and lead research, evaluation, and professional development support to all critical stakeholders engaging in the RSLV-CSI project (e.g., teachers, principals, RSLV Community Schools Program Specialists, RSLV Project Director). The UNLV-COE also agrees to make all evaluation data publicly available to members of the Las Vegas Valley community annually as the project progresses. The CLV agrees to continue to provide programs and services to RSLV-CSI that are provided to the larger RSLV initiative (i.e., after-school programming tutors, community resource fairs, oversight and administration of the community school activities). Additionally, the CLV will continue to support the connection of necessary community resources based on needs assessment/asset mapping gap analysis and will help to disseminate information relative to the RSLV-CSI project to constituents. Finally, CCSD agrees to provide critical instruction during the school day to all students on the RSLV School campuses and to support project activities relative to the identification of students with needs on each of the individual school campuses. The CCSD will facilitate access to school information systems to RSLV-CSI staff and will work to develop teachers and leaders relative to RSLV-CSI activities. Each principal, individually, has also agreed to partner with the RSLV-CSI project to implement

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activities to achieve stated goals (see attached letters of support from principals of the three RSLV-CSI schools).

The members of the RSLV-CSI leadership collaborative feel that many of the pieces that build a strong partnership for the implementation of a community school have been in place since 2016. The funds requested for the RSLV-CSI project will allow the collaborative to coordinate the conceptual framework that was designed, and to systematically study the impact of programs and services on the outcomes of students. The collaborative believes that the commitments and engagement of all partners will allow the RSLV initiative to implement lessons learned from the RSLV-CSI project and scale the integration of community schools.

Costs are Reasonable in Relation to the Number of Persons to be Served

A total of \$2,494,800.00 is requested across five years to support the project activities proposed in the RSLV-CSI project. It is projected that approximately 1700 students and 1100 parents, families, and community members will be served by proposed project activities each year of the project activity. If that number is served, then a total of almost 14,000 individuals will be served by the end of the project. The total cost per participant would be \$178.20. The goals of the RSLV-CSI project are that at least 60% of students and families are served, and if that is achieved then the total number of individuals served in five years will be 8400. The cost per participant would be \$308.00. These estimates do not include the number of teachers, mentors, and community agencies that will also be integrated and support by RSLV-CSI activities. Therefore, a range of \$178-\$308 per participant across the five years of the proposed project is an accurate range for the costs of programming. The RSLV-CSI leadership collaborative believes that this is a reasonable cost for the number of people impacted, as services will be provided in a variety of areas. Additionally, the goal of this project is to disseminate findings and

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models of programs so that other schools can implement a similar model. Therefore, the number served as projected in this calculation may be conservative.

Quality of the Management Plan

Adequacy of the Management Plan to Achieve Objectives

Both the infrastructure and program goals for the RSLV-CSI project have been task analyzed into specific activities to be implemented throughout the project timeline (August 1, 2019 – June 30, 2024). Monitoring of the infrastructure and progress of students identified as needing additional programming and interventions will continue into the academic year following the end of the project (2024-2025) in order to focus on supporting the maintenance of project activities at the conclusion of grant funding. Additionally, program activities designed to occur at the beginning of the school year will be planned for August of 2024 to support continued project maintenance. The goal of the management plan is to ensure that successful project activities continue once project funding has ended; there will be a focus on finding other resources to ensure that the success of the RSLV-CSI project will continue to be funded and expanded within the Las Vegas Valley community.

This management plan includes the specific activities aligned to each goal, the individuals responsible for overseeing implementation of those activities, specific artifacts that will be generated from the activities, and the expected timeline of implementation of these activities. This management plan will be re-evaluated quarterly by the RSLV-CSI leadership collaborative to ensure that the project is making appropriate progress towards mastery of its goals and will be the blueprint for ensuring that the project is on-track. Appropriate revisions and corrections to project activities will be made based on analysis of this plan.

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To ensure continuation of successful components of the RSLV-CSI project at the conclusion of funding, key stakeholders from the CLV and CCSD, as well as from nonprofit and other community organizations, are included in each of these activities in order to ensure cross-training and capacity building of individuals at the conclusion of the project timeframe. See Table 6 for the management plan of infrastructure goals and Table 7 for the management plan of program goals. See Figure 8 for the project timeline.

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Table 6

RSLV-CSI Infrastructure Goals Management Plan

Key: PI = Joseph Morgan; co-PI = Alain Bengochea; PD = RSLV Project Director; PR = RSLV School Principals; CSPS = RSLV-CSI Program Specialists; AM/SK = Americorps and SafeKey; YDS = Youth Development Specialist; LC = Leadership Collaborative; PE = Project Evaluator; NPP = Nonprofit Partners			
Goal 1 (I.1): By May 31, 2020, each of the three RSLV-CSI elementary schools will develop a data-based Multi-Tiered Systems of Support model that incorporates RSLV-CSI programming to determine students who are in need of additional supports and to monitor student academic, behavioral, and social-emotional outcomes both in school and in the community school setting.			
Activities	Persons Responsible	Artifacts Generated	Completion Timeline
I.1.1: Determine specific screening and progress monitoring metrics for academics, behavioral, and social-emotional outcomes to be used on RSLV-CSI School campuses.	PI, co-PI, PR, LC, PE	List of metrics to be used for screening and progress monitoring.	August - October 2019
I.1.2: Develop a quantitative MTSS referral process to be used by teachers, school staff, and parents and families that identifies students who may have A, B, or SE needs and train all stakeholders on the process.	PI, co-PI, PR, LC	Referral forms, professional development slides and materials; sign-in sheets for professional development workshops	October – December 2019
I.1.3: Implement screening metrics three times per year (i.e., fall, winter, spring) for A, B, or SE needs and identify students who may be at-risk in any areas.	PD, PR, CSPS	Data from screening metrics for students on RSLV School campuses	December 2019 - 2023 March 2020 – 2024 August 2020 – 2024

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I.1.4: MTSS teams meet monthly to consider students referred for A, B, or SE needs to: (1) develop integrated intervention plans for students and (2) set progress monitoring benchmarks that set goals towards progress.	PD, PR, CSPA, NPP	Meeting agendas, Tier II intervention plans and benchmarks for students, Tier III intervention plans for individual students	Monthly between December 2019 and May 2025
I.1.5: Monitor alignment between intervention plans developed and RSLV School performance goals to ensure progress towards mastery.	PI, PD, PR, CSPA, LC, PE	Completion of school alignment document, A, B, and SE data to track progress of students	Quarterly between January 2020 and May 2025
Goal 2 (I.2): By May 31, 2020, each of the three RSLV-CSI elementary schools will develop and implement a Student Support Team (SST) comprised of critical stakeholders that provide a series of integrated and connected interventions to meet the needs of Tier II and Tier III students on their school campus.			
Activities	Persons Responsible	Artifacts Generated	Completion Timeline
I.2.1: Establish SST on school campuses and identify structure and function of these teams for students identified with needs; provide professional development to key stakeholders regarding the SST.	PI, PR, PE	Protocols for SST, including handbook for operation and schedule of meetings; professional development materials and sign-in	October - December 2019
I.2.2: Meet with nonprofit and community agencies in and around the RSLV-CSI Schools to determine who provides what services to school communities.	PI, PD, YDS, PE	Meeting agendas, lists of nonprofits and their objectives	November - December 2019

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I.2.3: Review nonprofit and community agency services and outcome measures to determine alignment with RSLV-CSI goals and objectives and make recommendations to PR and the LC about services in schools.	PI, PD, PR, YDS, LC, PE	Application for partnership from nonprofit; outcome measures documentation and review	November - December 2019
I.2.4: Develop resource guide that RSLV-CSPS can use to determine agencies that provide needed services in the school communities and professionally develop RSPV-CSPS and SSTs on outcome measures to be monitoring for nonprofits.	PI, PD, YDS, PE	Completed resource guide listing NPP and their objectives and programs; professional development materials and sign-in	December - January 2019
I.2.5: SSTs meet monthly to review progress towards mastery of identified intervention objectives and determine if alterations to program or intervention activities needs to occur.	PD, CSPS, NPP	Monthly meeting minutes; progress monitor tracking of intervention plans; outcome measures of student	January 2020 – May 2025

Table 7

RSLV-CSI Program Goals Management Plan

Goal 1 (P.1): By May 31, 2024, the number of children attending early childhood education program within the RSLV-CSI school communities will increase by 25% based on attendance records; of those students attending early childhood education in the RSLV-CSI communities, 70% of students will score as Kindergarten ready on an assessment of academic and social functioning.			
Activities	Persons Responsible	Artifacts Generated	Completion Timeline

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P.1.1: Identify parents and families in and around the RSLV-CSI community with 3-, 4-, and 5-year-olds eligible for participation in early childhood programming; develop workshop for these parents explaining early learning.	CSPS, PR, YDS, NPP	Contact lists for parents and families regarding number of children; sign-in sheet for parent workshops; number of students enrolled in early childhood education	Quarterly for life or project at informational fairs, January 2019 – May 2024 and annual workshops in October, February, and April
P.1.2: Partner with early childhood education teachers to ensure student needs are being met relative to developmentally appropriate expectations and provide additional supports and services as needed.	CSPS, YDS, NPP	Meetings with ECE teachers; data related to young children's progress; notes on instruction	Quarterly between January 2020 and May 2024
P.1.3: Develop Kindergarten Academy for Transition Success and implement one week before beginning of school year; recruit new kindergarten students and their parents to participate in the academy.	CSPS, PR, NPP	Schedule of KATS; parent satisfaction survey with KATS; number of student participants	August 2020 – August 2024
P.1.4: Administer kindergarten-readiness assessments during KATS to determine students who may need additional supports to be prepared for kindergarten. Develop intervention programming plans for these students.	PD, CSPS, AM/SK, NPP	Data relative to kindergarten readiness for students; intervention plans for ECE teachers	August 2020 – August 2024

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Goal 2 (P.2): By May 31, 2024, the number of students scoring at the proficiency level on standardized measures of academic achievement will increase by 15% at each of the three RSLV-CSI elementary schools and the percentage of students who are non-proficient but are on track to proficiency will increase by 10%.			
Activities	Persons Responsible	Artifacts Generated	Completion Timeline
P.2.1: Train RSLV-CSI Community Schools Program Specialists and Americorps/Safekey on the implementation of evidence-based academic intervention programs to be implemented during the after-school and summer learning programming.	PI, co-PI, PD, CSPS, YDS	Training materials related to evidence-based interventions; professional development sign-ins; fidelity of implementation to intervention measures from practice	November 2019 January 2020 – January 2024 August 2020 – August 2023
P.2.2: Identify students through MTSS screening who need academic intervention or academic enhancement; hold meetings with parents and families of students who have academic needs and explain importance of after-school programming and summer learning academy. Develop incentive programs for students to attend after-school programming and summer learning	PD, CSPS, AM/SK	Meeting notes from MTSS; meeting notes from parents and families; contracts signed to agree to attend after-school programming and summer learning; attendance records at after-school programming and summer learning	December 2019 - 2023 March 2020 – 2024 August 2020 – 2024
P.2.3: Develop scope and sequence of programming for after-school and summer learning program specifically focused on	PI, co-PI, PD, CSPS, PR, NPP	Curricular materials for after-school and summer learning program;	October 2019 January 2020 – January 2024

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intervention and enhancement and secure curricular materials for implementation.		review notes from teachers and principals	August 2020 – August 2023
P.2.4: Progress monitor students attending after-school programming and summer learning every three weeks (3x per quarter) and provide data to the RSLV Community Schools Program Specialists and the RSLV Project Director.	PD, CSPS, AM/SK	Progress monitoring data; meeting notes from MTSS where data were reviewed; intervention plans for students in attendance	Three times per quarter January 2020 – January 2024 Three times per quarter August 2020 – August 2023
P.2.5: Develop flexible grouping based on academic need and revisit groups quarterly to ensure student needs are being met.	PI, co-PI, PD, CSPS, PR, NPP	Progress monitoring data; methods for changing and adjusting groups based on data.	Quarterly January 2020 – January 2024 Quarterly August 2020 – August 2023

Goal 3 (P.3): By May 31, 2024, community partners and local nonprofit agencies will provide 5400 hours (25% of the number of school days per year for five years) of direct service to students and families attending the RSLV-CSI elementary schools, and students and families will report an increased understanding of and satisfaction with services provided by these partners.

Activities	Persons Responsible	Artifacts Generated	Completion Timeline
P.3.1: Develop partnerships between RSLV-CSI project and local nonprofit and other community partners and create	PI, PD, CSPS, YDS, LC, PE, NPP	Partnership agreements; resource guide; record of methods for disseminating information	October 2019 – December 2019

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resource guide for RSLV Community Schools Specialists and parents and families identifying organizations and services			
P.3.2: Coordinate community fairs related to services provided by local nonprofit and other community partners	CSPS, YDS, PR, NPP	Flyers for community fairs; number of parents and families who attend; number of nonprofit and community agencies who attend	Quarterly on Saturdays between January 2020 and January 2024 and August 2020 and August 2024
P.3.3: Integrate local nonprofit and other community organizations in the social-emotional programming during after-school programs and summer learning academies; develop curricula related to social-emotional learning	PI, PD, CSPS, NPP	Scope and sequence of social-emotional learning curricula; measures of student collaboration/communication pre- and post-participation	January 2020 – January 2024 May 2020 – May 2024 August 2020 – August 2024
P.3.4: Align services of nonprofit and other community organizations with the needs of parents and families, and provide targeted services to address needs	PI, PD, CSPS, NPP, PE, LC	Needs assessment of parents and families; surveys and focus groups	May 2020 – May 2024 August 2020 – August 2024

Goal 4 (P.4): By May 31, 2024, the number of hours parents and families spend actively engaged on each of the three RSLV-CSI elementary school campuses will increase by 25%; parent and family satisfaction with services provided by RSLV-CSI at the school campuses will rate at a 75% or higher; and parents and families will report an increased understanding of their role in the education of their children.

Activities	Persons Responsible	Artifacts Generated	Completion Timeline
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P.4.1: Recruit and schedule parent volunteers on each of the RSLV-CSI School campuses to participate in after-school programming, summer learning academies and ATS	CSPS, AM/SK, PR	Volunteer database and schedule; number of parents who volunteer; hours of parent volunteers	January 2020 – January 2024; August 2020 – August 2024
P.4.2: Recruit parents and families to participate in all RSLV-CSI activities.	PI, PD, CSPS, PR, AM/SK, LC	Flyers distributed and methods of distribution; number of attendees	Monthly between January 2020 – May 2024
P.4.3: Implement parent and family needs assessment to determine specific areas of need and of interest to parents and families on each of the RSLV-CSI campuses.	PI, PD, CSPS, PE	Results of the needs assessment survey; transcripts of focus groups with parents and families	January 2020 August 2020 – August 2024
P.4.4: Collect parent and family perceptions of programming provided by RSLV-CSI annually and after each parent and family workshop event	PI, PD, CSPS, PE	Results of satisfaction surveys after events; transcripts of focus groups with parents and families	Monthly between January 2020 – May 2024
P.4.5: Develop parent and family workshops focused on their role in the educational outcomes of their children and as an advocate on the school campus	PD, CSPS, PR, NPP	Pre- and post-surveys and interviews of parent and family knowledge; professional development materials and sign-ins	Quarterly between January 2020 and May 2024

Goal 5 (P.5): By May 31, 2024, 60% of the students attending each of the three RSLV-CSI elementary schools will be served through coordinated, integrated student supports provided by the RSLV-CSI programming.

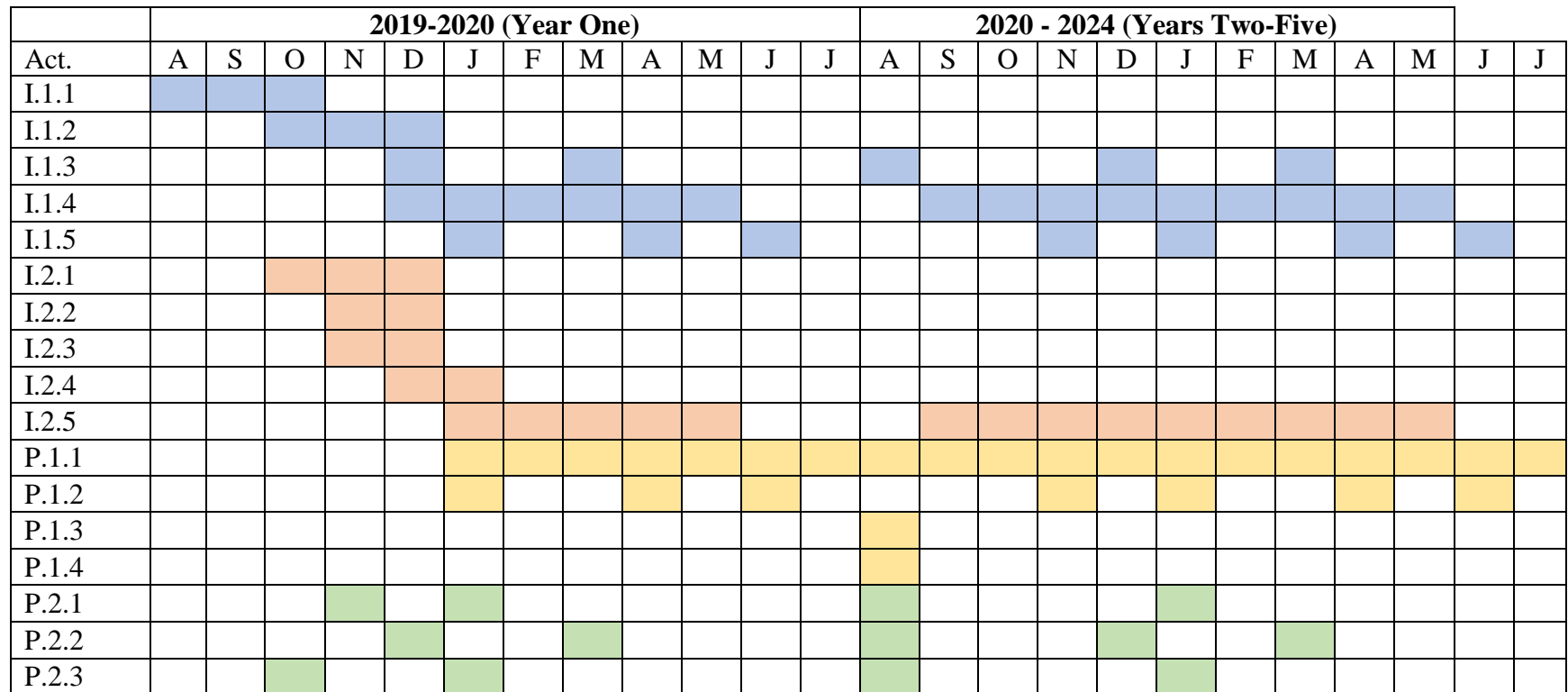
Activities	Persons Responsible	Artifacts Generated	Completion Timeline
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P.5.1: Monthly meetings of MTSS team to identify students in need of supports and development of integrated student support plans managed by the SSTs.	PI, co-PI, PD, CSPS, PR, YDS, NPP	List of students needing integrated student supports; SST plans for individual students; progress monitoring of benchmarks	Monthly October 2019 – May 2024 Monthly August 2020 – May 2025
P.5.2: Coordinate and implement whole school integrated student support needs based on outcomes of needs assessment (i.e., food pantry, clothing closet, mobile health care, school supplies fair), with at least one event occurring per month	PD, CSPS, YDS, NPP	Calendar of whole school integrated student support events; number of students, parents, and families who participate; satisfaction surveys and interviews about services	Monthly October 2019 – May 2024 Monthly August 2020 – May 2024
P.5.3: Monitor impact of integrated student supports on in-school A, B, and SE outcomes.	PI, PD, CSPS, PR, NPP	Student outcome measures from school environment; MTSS notes	Monthly October 2019 – May 2024 Monthly August 2020 – May 2025
Goal 6 (P.6): By May 31, 2024, there will be a 25% increase in the number of students who display increased understanding of community engagement, ability to collaborate and communicate with diverse populations, connectedness to their school community, and who have an established college- and career-readiness goal through participation in RSLV-CSI programming.			
Activities	Persons Responsible	Artifacts Generated	Completion Timeline
P.6.1: Recruit community members with diverse education and professional backgrounds to serve as mentors for students on	PD, CSPS, YDS, NPP	List of mentors for each RSLV-CSI campus; list of mentors matched	October 2019

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the RSLV-CSI School campuses and match mentors with students based on interest.		with students; survey of student interests	August 2020 - August 2024
P.6.2: Train all RSLV-CSI staff, schools, and Americorps and SafeKey tutors in <i>Caring School Community</i> framework and ensure implementation fidelity.	PI, PD	Training materials for <i>Caring School Community</i> ; measures of implementation fidelity	October 2019 August 2020 – August 2024
P.6.3: Develop social-emotional programming for after-school programming and summer learning academies and implement with students in attendance.	PD, CSPS, AM/SK, NPP	Scope and sequence of social-emotional programming aligned to <i>Caring School Community</i> ; pre- and post-measures of student school connectedness; pre- and post-measures aligned to <i>CSC</i>	October 2019 January 2020 – January 2024 June 2020 – June 2024 August 2020 – August 2024
P.6.4: Develop problem-based learning and community/civic engagement projects for students to participate in during after-school and summer programming and coordinate events related to sharing results of projects quarterly	PI, PD, CSPS, YDS, AM/SK, NPP, LC	Community and civic engagement scope and sequence; student satisfaction surveys with participation in project; schedule of community project presentations; list of attendees at presentations	October 2019 January 2020 – January 2024 June 2020 – June 2024 August 2020 – August 2024
P.6.5: Identify college- and career goals with mentors and align participation in ATS with college- and career goals.	CSPS, AM/SK, NPP	Student goals for college- and careers following participation in	October 2019

Figure 8. *RSLV-CSI Project Timeline*

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Commitment of Key Project Personnel to Meet Proposed Objectives

The majority of the budget money requested for the RSLV-CSI project is for key project personnel to spend time designing and implementing a model community school in the Las Vegas Valley. The overarching goal of the RSLV-CSI project is to identify the necessary variables that need to be included in a community school model and to disseminate those findings to other community schools. To achieve this, specific responsibilities have been assigned to key project personnel to accomplish these goals.

Principal Investigator (Joseph Morgan, Ph.D.; 0.25 FTE in FA and SP and one month in summer). Dr. Morgan is an Associate Professor of Special Education in the Department of Early Childhood, Multilingual, and Special Education (see attached CV). He has been involved in the RSLV initiative with the CLV and CCSD since its inception and has provided support in the design and evaluation of the initiative's activities. As the Principal Investigator, Dr. Morgan will work to oversee the planning activities to occur during August – December of 2019; provide professional development to principals, teachers, and parents and families regarding the RSLV-CSI project during the first two years of the project; coordinate data collection activities with the RSLV Project Director and RSLV-CSI Program Specialists; identify nonprofit agencies that can provide services on school campuses and how their outcome measures align with project objectives; coordinate practicum student placement on RSLV-CSI campuses to support after-school programming and summer learning initiatives; provide supervision of the RSLV Project Director and RSLV-CSI Program Specialists; disseminate data related to progress towards project objectives to the Office of Innovation and Improvement in the US Department of Education and the local community; manage grant activities at UNLV with the support of the Office for Research and Sponsored Programs in the UNLV-COE; and will

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serve as a member of the RSLV leadership collaborative. Dr. Morgan's role will focus on the systematic implementation of project activities and ensure that the work is making progress towards meeting benchmarks.

Co-Principal Investigator (Alain Bengochea, Ph.D.; 0.125 FTE and one month in summer). Dr. Bengochea is an Assistant Professor of English Language Learning in the Department of Early Childhood, Multilingual, and Special Education (see attached CV). He explores the ways in which young, emergent bilingual learners' (i.e., English language learners) language and literacy development are supported across home, community, and school contexts. His research bridges research to practice (pre-K through 6th grade) and emphasizes culturally and linguistically responsive learning contexts for emergent bilingual learners. As the co-Principal Investigator, Dr. Bengochea will support the development of the MTSS system on school campuses, including the implementation of screening and diagnostic assessments to determine the academic needs of students; provide professional development for the RSLV-CSI Program Specialists and Americorps tutors related to the implementation of the literacy interventions in after-school programming and the summer learning academy; provide coaching support for the implementation of these programs; and support the implementation of parent and family workshops related to the implementation of literacy strategies in the home, as well as advocacy and leadership techniques for parents and families in the school. Dr. Bengochea brings a wealth of knowledge related to literacy interventions for culturally and linguistically diverse learners and will be a critical partner in studying the effectiveness of implementing evidence-based literacy interventions during out-of-school learning time.

Project Director (To be Hired; 1.00 FTE for 12 months). The RSLV Project Director will be recruited and hired between July and August of 2019. Qualifications of this candidate

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will include a graduate degree in education with at least 5 years of expert practice or a doctoral degree in education. The role of the RSLV Project Director will be to manage the day-to-day operations of the project. Specifically, the RSLV Project Director will be responsible for: providing professional development and ongoing support to key stakeholders; supervision of the RSLV-CSI Program Specialists, and ongoing support of their implementation of project activities; collection of data on each of the RSLV School campuses; oversight of the RSLV-CSI budget and delivery of materials to each of the school sites; support in designing the intervention programming to occur on the RSLV-CSI campus, and professional development of project staff related to that curricula; meeting with parents and families on school campuses to discuss the RSLV-CSI project and their students' participation in project activities; participation in school leadership team meetings discussing progress towards objectives; participation in the RSLV leadership collaborative; and assistance in disseminating findings to the local community.

RSLV-CSI Program Specialists (x3; To be Hired; 1.00 FTE for 12 months). Three RSLV-CSI Program Specialists will be hired between July and September of 2019. These RSLV-CSI Program Specialists will be collaboratively interviewed and selected by members of the RSLV-CSI leadership collaborative and the RSLV School principals. The qualifications of this position will include a Bachelor's degree in education, social work, counseling, or a related field and 3 years of experience or a graduate degree in education, social work, counseling, or a related field. This person will be an 11-month employee (i.e., August-June) whose primary work location will be each of the RSLV Schools. They will be co-supervised by the RSLV School principals and the RSLV Project Director. Their work assignment will be as follows: 0.40 FTE focused on after-school programming and summer academies, where they will coordinate the implementation of designed activities and supervise the Americorps and Safekey employees,

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coordinate the collection of progress monitoring data, and support intervention and programming decisions; 0.30 FTE focused on integrated school supports, where they will participate as a member of the SST, oversee the provision of supports outside of the school community, liaison with nonprofits, and participate in data-based decision making; 0.15 FTE focused on community engagement and mentoring, where they will recruit community mentors to participate in RSLV-CSI programming, schedule mentoring sessions throughout the academic year, and coordinate Saturday sessions focused on college and career; and 0.15 FTE focused on parent and family engagement, where they will work with the school campuses to coordinate parent and family engagement nights, work to schedule resource fairs and other programming based on parent need, and conduct parent and family needs assessments. The RSLV-CSI Program Specialist will work with the RSLV Project Director to implement daily community school activities on the school campus. The RSLV-CSI Program Specialists will work from 10 AM – 6 PM, in order to keep the school open in the evening.

Americorps Tutors and Safekey Employees (Cost sharing from the CLV; 0.50 FTE).

The Americorps tutors and Safekey employees will work 20 hours per week. They will provide direct instruction to RSLV-CSI students participating in the after-school and summer programming, as well as the ATS. They will be trained by the RSLV Project Director and RSLV-CSI Program Specialists and will work to implement programming and collect progress monitoring data.

Youth Development Specialist (Cost sharing from the CLV; 0.25 FTE). The Youth Development Specialist from the CLV works with all RSLV school sites to provide technical assistance and alignment of community resources with the specific needs of the school community. For the RSLV-CSI project, the Youth Development Specialist will continue to

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provide this support to the RSLV Community Schools Program Specialists and the RSLV School principals and will provide assistance in identifying community partners and nonprofit agencies that can support targeted services on public school campuses.

RSLV Leadership Collaborative (Four times per year and as needed). Members of the RSLV Leadership Collaborative including Drs. Lisa Morris Hibbler and Michael Maxwell from the CLV and Dr. Tammy Malich, Assistant Superintendent for the Education Services Division of the CCSD, will engage in project activities (see attached resumes). The RSLV Leadership Collaborative will meet regularly between August and December of 2019 to plan project activities for implementation, and then will meet once per quarter to review data related to progress of project activities and provide feedback and guidance on the implementation of these project activities. The RSLV Leadership Collaborative will also support dissemination of project activities and data related to project accomplishments with key constituencies around the community.

RSLV Project Evaluator (Tara Raines, Ph.D.; 200 hours per year; see attached CV). Dr. Tara Raines, an Assistant Professor of School Psychology at the University of Denver, will serve as the RSLV Project Evaluator. Dr. Raines's responsibilities will be to: help identify assessment metrics to use for screening and progress monitoring; review nonprofit agency applications to provide services to the RSLV-CSI Schools and ensure outcome measures are observable and measurable, as well as aligned to project activities; review data quarterly to support determination of progress of project activities; assist in the analysis of quantitative and qualitative data on an annual basis; and assist in writing data reports annually to share progress of project activities with key stakeholders in the community.

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Quality of Project Evaluation

Methods of Evaluation are Thorough, Feasible, and Appropriate

The RSLV-CSI is committed to thoroughly evaluating all aspects of this project so that the model can be replicated throughout Nevada schools, reaching other schools within the City of Las Vegas as well as other municipalities and the rural communities in Nevada. As such, comprehensive evaluation of the proposed project is outlined below. Examination of both the process of implementation of project activities and participant outcomes will be conducted utilizing qualitative, quantitative and mixed methods approaches. Formative and summative strategies will be employed. Each identified project goal will be thoroughly evaluated. Artifacts collected throughout the implementation of project activities are directly related to metrics used for evaluation, so project staff will be collecting ongoing data related to the impact of the project. Additionally, the RSLV-CSI Leadership Collaborative, Project Director, co-Project Director, and Project Evaluator have time committed in this project to consistently monitor the data being collected and the ongoing impact of project activities. This allows for evaluation methods to be feasibly completed within the project timeframe.

Human subjects review. RSLV-CSI will submit to, and receive approval from, the UNLV and CCSD Institutional Review Boards related to this evaluation and any needed human subject consent and assent forms prior to launching any evaluation activities. A data-sharing memorandum of understanding has been written to authorize data collection from CCSD (see original RSLV MOU on July 1, 2016). Further, all data collected will be de-identified. Schools, teachers, and students will be assigned a unique identifier at the onset of the project. Data disseminated to stakeholders will be presented as group data and/or use assigned study identifiers. No individual student or family will be identifiable. All data files will be transmitted

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using secure servers and stored on locked, password protected computers. Only the RSLV-CSI Principal Investigator, co-Principal Investigator, Project Director, Project Evaluator, and human subjects trained graduate research assistants will have access to the data. Any information identifying the school district will be removed before scholarly publications and presentations are disseminated. Data disseminated to stakeholders will be presented as group data. No individual student or family will be identifiable.

Quantitative evaluation design. This program will utilize a quasi-experimental research design to evaluate process and outcome data. Three schools not participating in the RSLV-CSI but identified by either CCSD or the Nevada Department of Education as another type of school (i.e., Zoom School, Victory School, Turnaround School) in need of the receipt of additional programming to support the outcomes of students will be selected at the onset of the project to represent a control group. The Principal Investigator and Project Evaluator will ensure that the schools identified are a matched sample, reflecting similar demographics and programming to the three RSLV-CSI schools. The data collected from these schools will be compared annually and at the end of the project using statistical methods appropriate for assessing the significance of difference between groups that were not created by random assignment and under conditions in which selection bias is minimized (i.e., regression discontinuity analyses, linear regression modeling). As data are collected, decisions about specific analyses that can be achieved will be determined to ensure the alignment between the analysis and the intervention data. Data analyzed will include student growth data, student achievement data, measures of student and family perception of climate, and demographic data such as the number of days absent and the number of students retained.

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Qualitative evaluation design. The qualitative portion of this evaluation seeks to capture qualitative analysis of focus groups, interviews, and artifact review. Data collected will be initially evaluated using a case study approach (Yin, 2014). This approach to qualitative inquiry will allow the study of individual schools as well as cross-case comparative analysis. Among the data to be evaluated is feedback on the acceptability of the project from the perspective of teachers and staff within the school and the changing perspectives in knowledge and access from students, parents, families, and community members.

Mixed methods evaluation design. Qualitative and quantitative data will be intentionally integrated using a Concurrent Transformative Design. This design framework is consistent with the needs of this evaluation as it promotes simultaneous and continuous collection of both qualitative and quantitative data.

Qualifications of evaluator. This project will be evaluated by Dr. Tara C. Raines, N.C.S.P. Dr. Raines is an Assistant Professor of School Psychology at the University of Denver. She is a licensed psychologist in Nevada and a Nationally Certified School Psychologist. She has previously worked on multiple IES funded grants utilizing quasi-experimental designs. Dr. Raines is also the independent evaluator for the City of Las Vegas Department of Youth Development and Social Innovations My Brother's Keeper Alliance programs. This includes educational and juvenile justice related programs. She has been evaluating programs for the City of Las Vegas since 2014. In this evaluation, she has provided qualitative, quantitative and mixed methods analyses of program outcomes in reports that have been used to guide expansion of community initiatives, allocation of public resources and policy development. Dr. Raines is the PI on a research project sponsored by the University of Denver investigating behavioral and emotional risk and social skills in youth referred to the juvenile assessment center in Las Vegas.

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As such, Dr. Raines is familiar with the systems and stakeholders in both CCSD and the Las Vegas community. She will be devoting 200 hours annually to the evaluation of this project.

Methods of Evaluation use Quantitative and Qualitative Performance Measures

The identified quantitative and qualitative performance measures for each goal are described below (See Table 9). Performance measures to evaluate the process of implementing the RSLV-CSI project will be collected and analyzed using a variety of methods such as document review and content analysis, focus groups, acceptability surveys, and student outcomes.

Table 9

RSLV-CSI Project Evaluation Table

RSLV-CSI	Metrics and Data Sources	Expected Outcome(s)
Goal		
I.1	Alignment of RSLV-CSI Schools and the RSLV-CSI project with the Standards for Community Schools Initiatives.	<i>RSLV-CSI Schools will be rated as Effective or Highly Effective on the Standards for Community School Initiatives Self-Assessment on 80% or more of the indicators for all 10 standards.</i>
I.1	Alignment of RSLV-CSI programs and interventions with RSLV School goals to ensure integrative, collaborative partnerships	<i>Three out of three RSLV-CSI Schools will align school performance goals in the four domains of RSLV-CSI programming: a. after-school and summer programming, b. integrated student supports, c. community engagement and mentoring, d. parent/family engagement and advocacy. School Performance Plan goals will reflect this alignment.</i>

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Annual School Performance Plans will be utilized to monitor alignment.

I.1	Process documents for implementation of MTSS on school campuses (i.e., screening assessments, referral forms, meeting calendar, outcomes for participating students) and assessment of MTSS acceptability based on participant report.	<i>Three out of three RSLV-CSI Schools will develop an MTSS model for identifying students with academic, behavioral, and social-emotional needs on their school campuses led by the RSLV Community Schools Program Specialist.</i>
	Implementation of universal screening processes and identification of students with Tier II and Tier III needs related to academic, behavioral, and social-emotional outcomes	<i>80% of students at RSLV-CSI Schools will participate in universal screening processes to identify needs related to academic, behavioral, and social-emotional outcomes during each of the three screening windows.</i>
I.2	Identification of nonprofit organizations with goals and objectives that are aligned with the RSLV-CSI and School Performance Plan objectives.	<i>A resource guide will be developed for the RSLV-CSI Schools and RSLV Community Schools Specialists that identifies non-profit/local organizations with goals aligned to the RSLV-CSI and School Performance Plan goals.</i> <i>RSLV-CSI Schools will partner with non-profit/local agencies and organizations to provide integrated student services. Partner agencies will demonstrate at least 70% engagement in students/families utilizing</i>

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		<i>their resources as measured by student and family surveys and questionnaires.</i>
I.2	Process documents for implementation of Student Support Teams (SST) on school campuses and outcomes for students identified by the SST.	<i>Three out of three RSLV-CSI Schools will develop an SST model for supporting students with identified needs in coordination with the RSLV Community Schools Program Specialist and non-profit/local agencies and organizations.</i>
	Implementation and progress monitoring of SST-developed interventions and programming aligned to Tier II or Tier III needs of students.	<i>Students participating in the SST process will display at least 10% improvement over baseline of their targeted area of academic, behavioral, or social-emotional need following implementation of the SST interventions and programming.</i>
P.1	Total number of students enrolling in early childhood programming at the RSLV-CSI Schools. Attendance records of students attending early childhood programs at RSLV-CSI schools.	<i>The number of children enrolling and participating in early childhood programming at the RSLV-CSI Schools will increase by 25% between 2019 and 2024; there will be a 5% increase in enrollment for each year of the project as compared to the previous year. NOTE: If space in the RSLV-CSI classroom reaches capacity, the CLV provides community PK programs around these campuses called Strong Start and students can enroll in those programs while additional funding for a new classroom can be identified.</i>
	Student performance as measured by the BRIGANCE Kindergarten screener.	<i>70% of students attending early childhood programming at the RSLV-CSI Schools, will score as Kindergarten ready as measured by the BRIGANCE</i>

		<i>Kindergarten Screener. 15% will score as approaching Kindergarten ready upon entry, and Kindergarten ready by the end of the first quarter of Kindergarten.</i>
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P.2	Student growth data as measured by identified screening and progress monitoring assessments.	<i>Of students referred to the SSTs for academics (and who do not have other individualized intervention plans that may result in different growth rates such as an IEP that has grade level modifications or English intervention for students with Limited English Proficiency), 70% will show adequate or above average growth towards benchmark as measured by the Aimsweb progress monitoring assessments for ELA and mathematics and changes in the identified areas of need as measured by the Woodcock-Johnson Language Survey.</i>
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	Student academic achievement on formative assessments aligned to the Smarter Balance Assessment Consortium (SBAC; i.e., MAP formative assessment)	<i>The proficiency of students attending RSLV-CSI schools in ELA and mathematics will increase by 15-20% between 2019 and 2024 as measured by the MAP assessment; there will be an increase of 3-4% per year of the project as compared to the previous year.</i>
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	Student academic achievement on summative assessments (i.e., SBAC)	<i>The proficiency of students attending RSLV-CSI schools in ELA and mathematics will increase by 15-20% between 2019 and 2024 as measured by the SBAC; there will be an increase of 3-4% per year of the project as compared to the previous year.</i>
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P.3	Number of hours spent by nonprofit agencies and local organizations on school campuses	<i>Annually, nonprofit agencies and local organizations will provide 1080 hours of direct services to the RSLV-CSI Schools (i.e., integrated student supports, participation in community organization fairs, provision of whole school programs and supports, participation in after-school and summer programming, mentorship).</i>
	School and Parent satisfaction surveys given to assess programming offered by nonprofit agencies and local organizations on school campuses.	<i>On measures of satisfaction of nonprofit agency and local organization programming, 70% or more of parents and families will report satisfaction with the services being provided; additionally, 50% of parents and families will report that services provided are addressing needs on an annual needs assessment.</i>
	Parent focus groups and review of Student Support Team documentation	<i>Themes from focus group conversations will include descriptions and understanding of available community services and resources as well as satisfaction with the programming being received on RSLV-CSI campuses.</i>
P.4	Number of parents and families who attend programs for parents on the RSLV-CSI School campuses	<i>During the first year of RSLV-CS, 50% or more of the parents and families of students on the RSLV-CSI School campuses will participate in one or more RSLV-CSI or other school activities. For each year after the first year, there will be a 5-6% increase for a total increase of 20-25% during the life of the grant project.</i>

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Number of hours volunteered by parents and families on RSLV-CSI School campuses	<i>Baseline data on parent volunteer hours will be collected during the first year of the RSLV-CSI project. The number of hours volunteered by parents and families at RSLV-CSI or other school activities will increase by 25% (or 5% per year) between 2019 and 2024.</i>
Parent climate survey results and parent needs assessment results	<i>As measured by the annual school climate survey, 75% of parents and families will report positive perceptions of their child's RSLV-CSI school campus. Additionally, 70% or more of parents and families will complete this survey annually.</i> <i>Annually, 65% or more of parents and families will report that their identified needs are being met by RSLV-CSI programming.</i>
Parent focus groups, parent interviews and review of RSLV-CSI activities/objectives	<i>Themes in the focus groups will indicate increased understanding of community services and resources as well as satisfaction with the programming being received on RSLV-CSI campuses. Additionally, focus groups will report increased understanding of their role in the education of their child.</i>
P.5 Service logs completed by the RSLV Community Schools Program Specialist and the nonprofit and local community organizations	<i>During year 1 of the project, 40% of the students on the RSLV-CSI will receive coordinated, integrated student support services provided by the RSLV-CSI staff and community partners; for each subsequent</i>

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		<i>year, there will be an increase of 4% for a total of 60% participation by the 2023-2024 academic year.</i>
P.6	Measures of student behavioral and emotional functioning on the BASC-3 Behavioral and Emotional Screening System (BESS) and the pre-/post-assessments from <i>Caring School Community</i>	<i>Students will display a 25% increase of prosocial behaviors (i.e., reduced externalizing behaviors, increase collaboration and communication) on the RSLV-CSI School campuses as measured by the BESS and the Caring School Community assessment of social-emotional development; this equates to a 5% increase per year.</i>
	Measures of school connectedness as measured by <i>The School Connectedness Questionnaire</i> (Marsh, in press)	<i>Students will display a 25% increase in their feeling of school connectedness as measured by the School Connectedness Questionnaire by reporting that they feel connected to their school community; this equates to a 5% increase per year.</i>
	Student perceptions of school climate on the School Climate Survey	<i>When given the School Climate Survey during the first year of the RSLV-CSI project, 70% of students will indicate that they feel positive about their school climate and that they feel safe at their school environment. This number will increase annually by 2-3% per year over the life of the project, for a total of 80-85% by 2023-2024.</i>
	Student college and career goals from mentoring and after-school programming sessions	<i>80% of students who participate in college and career programming in after-school programming, summer learning academies, and community mentoring programs will develop a specific, observable, and</i>

measurable college and/or career goal with steps to achieve that goal each year of the RSLV-CSI project.

Student focus groups and interviews

Themes in the focus groups will indicate students like the RSLV-CSI programming, understand its impact on their learning, and feel that the services they are receiving are helping them.

Assessment of student outcomes. Performance measures related to student performance will be based on outcomes from standardized or norm referenced assessments (e.g. *Brigance, BASC-3 Behavioral and Emotional Screening System, Smarter Balance Assessment Consortium*). At the end of each project year, results attained by participating students will be compared to the comparison group of students (matched for age, ethnicity, economic status, ELL status, at risk status, grade or level of education completed, academic performance level and other key variables) in the RSLV-CSI schools and three schools receiving a different type of treatment (control group). These results will be compared using statistical methods appropriate for assessing the significance of difference between groups (e.g. paired *t*-tests, analysis of variance). Analysis to identify latent group variables will be investigated. Differences between key variables (e.g. demographics in the RSLV-CSI students and students from the comparison group) at the onset of the project (baseline) will be identified and reported. Student performance outcomes will be compared against their baseline performance annually for statistical significance. The evaluator will monitor for substantial changes to programming and threats to validity. These will be accounted for in any analysis and reported in all evaluation reports.

RSLV COMMUNITY SCHOOLS INITIATIVE

Assessment of process, community partner and parent outcomes. Performance measures to evaluate the process of implementing the RSLV-CSI project as well as community partner and parent outcomes will be collected and analyzed using a variety of methods such as document review and content analysis, focus groups, acceptability surveys, and student outcomes. Process evaluation will aim to provide information on the utilization and effectiveness of the project that can be used for replicating this project throughout Nevada and other communities across the country. Measures of each indicator for parents, community members and project partners will be taken at baseline and at the end of each year and/or at the end of their period of participation. At each data collection point, results will be analyzed using statistical methods to answer specific questions (e.g. t-tests, Chi-square, analyses of variance). Instruments used to collect this data will not likely be standardized. As such, reasonable threats to validity will be considered and reported in all evaluation reports. Evaluation of these outcomes will also include qualitative data collected through focus groups and interviews with stakeholders. Appropriate qualitative analysis (e.g. content analysis, case study approach) and mixed method designs will be applied to this data. Bias and other validity related concerns will be reported in reports of this information.

Dissemination of project results. Annually, the RSLV-CSI project staff will disseminate data related to the results of the project activities to key constituencies among the RSLV-CSI leadership collaborative, the RSLV Schools, and other community stakeholders invested in the well-being outcomes of children. One-page flyers will be developed describing the programming and accomplishments of each school that will be disseminated to parents, families, and community members. Presentations will be made at the CCSD Board of Trustees meetings, UNLV-COE faculty meetings, CLV City Council, and Nevada State Board of Education meetings to share information about the project and to provide updates on its progress.

RSLV COMMUNITY SCHOOLS INITIATIVE

Information will be shared with superintendents from school districts across the state of Nevada so that the model of community schools developed in RSLV-CSI could be replicated across the state. Community forums will be held annually on each of the RSLV-CSI Schools; these forums will be hosted by the RSLV-CSI Principal Investigator, Project Director, and Project Evaluator. All information about the RSLV-CSI project will be housed on the UNLV-COE, CLV, and CCSD websites and will be posted in an accessible format to ensure all individuals can learn about the impact activities are having. Finally, the project staff will submit manuscripts and presentation proposals to national journals and conferences focused on community schools or interventions to support students at high-needs schools. Both process and outcome results will be shared nationally.

RSLV COMMUNITY SCHOOLS INITIATIVE

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ReInvent Schools Las Vegas 2017-2018 Annual Report

Prepared for the City of Las Vegas by Joseph Morgan, Ph.D., Targeted Creative Solutions

Executive Summary

ReInvent Schools Las Vegas (RSLV) is a full-service community schools initiative led by the City of Las Vegas and the Clark County School District, in partnership with the University of Nevada, Las Vegas, Communities in Schools, Americorps, and other nonprofit organizations. The focus of the RSLV initiative is to provide integrated student supports to students attending school in the urban core of Las Vegas. These integrated student supports are designed to address both in-school and community variables that impact student achievement. There are four main focus areas in RSLV: (1) Academic Achievement, (2) Expanded and Extended Learning Opportunities, (3) Integrated Student Supports, and (4) Family and Community Engagement. During the 2017-2018 academic year, RSLV programming was implemented on 12 elementary and one middle school campus in the Las Vegas Valley. A variety of interventions and programs were implemented on the 13 RSLV campuses during the 2018-2018 academic year.

In the area of Academic Achievement, programs were implemented by the City of Las Vegas that focused on improving the early literacy skills of students attending the RSLV schools. These programs included a literacy intervention program provided through Americorps, which provided literacy intervention services to 215 students. Of those students, over 80% of participants showed growth in their percentile scores. Another literacy program implemented through RSLV was Literacy Liftoff, which provided early literacy interventions to over 221 students. As a result of participation in Literacy Liftoff, students showed gains at all levels of intervention (i.e., pre-Kindergarten, Kindergarten, 1st grade). Additionally, interventions related to academic achievement focused on attendance interventions to improve the attendance of students attending RSLV schools. Overall, the percentage of students in attendance increased by 2% and the number of students with unexcused absences decreased by 2%.

In the area of Expanded and Extended Learning Opportunities, the City of Las Vegas provided Safekey programming for free to students attending a RSLV school. Student participation in these Safekey programs increased by 60%, serving over 700 students in 2017-2018. Additionally, the Youth Neighborhood Association Partnership Program (YNAPP), which is designed to empower youth leaders to make a difference in their community, funded a total of 48 project applications in the amount of \$159,275.00 (with over 25% of the funded projects being from RSLV schools).



Related to integrated student supports, the City of Las Vegas led partnerships with the Healthy School, Healthy Life program and Trauma Recovery Yoga – both of which are designed to address the holistic needs of students and families attending a RSLV school. Over 200,000 pounds of fruits and vegetables were produced through Pop-Up produce with Healthy School, Healthy life and over 6800 students participated in yoga exercises through Trauma Recovery Yoga. Additionally, RSLV partnered with Communities in Schools (CIS) on six of the nine RSLV campuses. Through this partnership, CIS provided Level One services on each of the school campuses (i.e., food pantry support, truancy diversion, eye care for kids, homework clubs) and Level Two services for students who needed additional supports. Of the students who were being case managed, over 75% met or exceeded their goals for the 2017-2018 academic year in the areas of academics, attendance, or behavior.

Finally, RSLV schools provided activities related to family and community engagement. The main highlight of this portion of the program was the implementation of community engagement festivals in both the fall and the spring. Over 3000 parents, families, and community members participated in these community engagement festivals on RSLV school campuses.

As a result of the RSLV programming on these 13 school campuses:

1. Two RSLV schools increased their star rating between 2016-2017 and 2017-2018 and three maintained their star rating.
2. Three RSLV schools earned additional points on the Nevada School Performance Framework for student growth and four earned additional points for closing opportunity gaps.
3. Five RSLV schools earned additional points in the proficiency of emergent bilingual students on English proficiency scores.
4. Students receiving literacy interventions through RSLV improved their literacy scores.
5. Over 80% of students receiving integrated student supports through coordinated case management met their goals related to academics, attendance, and behavior.
6. There was an increase in the number of students participating in after-school programming, as well as in parents and families engaging with the schools through community engagement activities.
7. Overall, there was a slight improvement in the attendance of students attending RSLV schools in 2017-2018.



Introduction and Background

Reinvent Schools Las Vegas (RSLV) is a full-service community schools initiative being implemented in 13 schools within the Clark County School District. The RSLV initiative is a partnership led by the City of Las Vegas and the Clark County School District. Additional partners include the University of Nevada, Las Vegas, Communities in Schools, Americorps, and a variety of other nonprofit organizations. The focus of the RSLV initiative is to provide integrated student supports to students attending school in the urban core of Las Vegas in order to address in-school and community variables and barriers to achievement that may be impacting students' ability to learn. There are four main areas of focus: (1) Academic Achievement, (2) Expanded and Extended Learning Opportunities, (3) Integrated Student Supports, and (4) Family and Community Engagement. The City of Las Vegas provides direct support for Goals 2-4 and supplemental support for Goal 1. The theory of change for the RSLV initiative can be found in Figure 1.

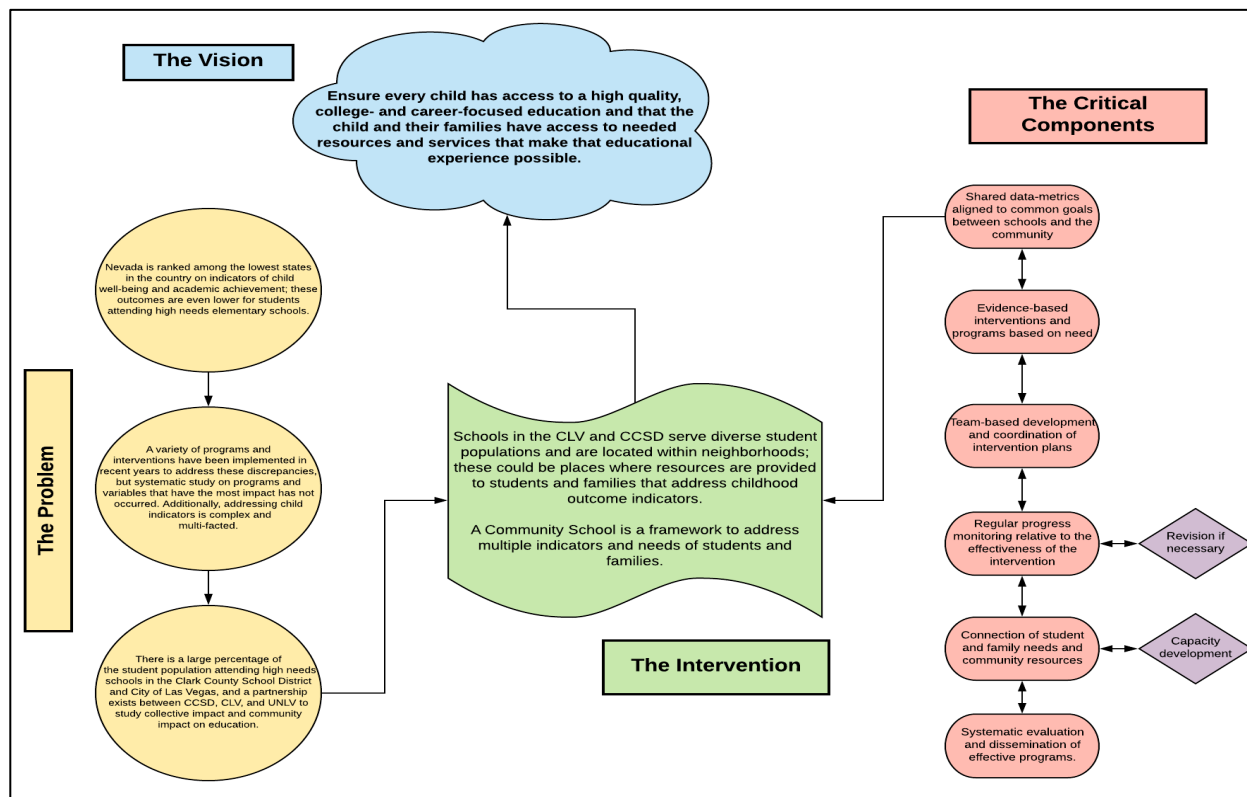


Figure 1. *Theory of change for the RSLV initiative.*

In 2017-2018, RSLV programming was implemented in nine schools in the Clark County School district, including eight elementary schools and one middle school. Programming differed by school campus, and was based on the grade levels being served and the schools'



specific needs. The table of participating schools, including their cohort of participation in RSLV (indicating length of time involved in the program), is included in the table below.

Table

Schools Participating in RSLV in 2017-2018

School Name	Cohort of Participation
Booker Elementary School	2
Hollingsworth Elementary School	1
Kelly Elementary School	1
Lunt Elementary School	2
McWilliams Elementary School	1
Red Rock Elementary School	2
Rose Warren Elementary School	2
West Prep Middle School	2
Wendell P. Williams Elementary School	1

RSLV Progress Towards Goals

Aligned to the RSLV areas of focus delineated above, the RSLV Leadership Team established goals and measures for each of these focus areas that can be used in order to monitor progress over time related to the impact of RSLV programming. Data related to these goals are discussed below.

Academic Achievement

Goal 1: Students attending Reinvent Schools Las Vegas will demonstrate growth and increase grade level proficiency in math and reading.

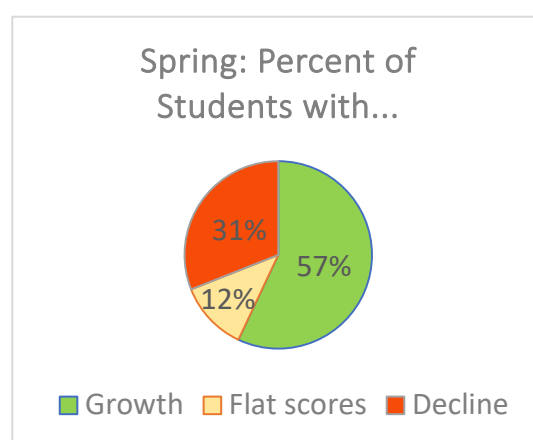
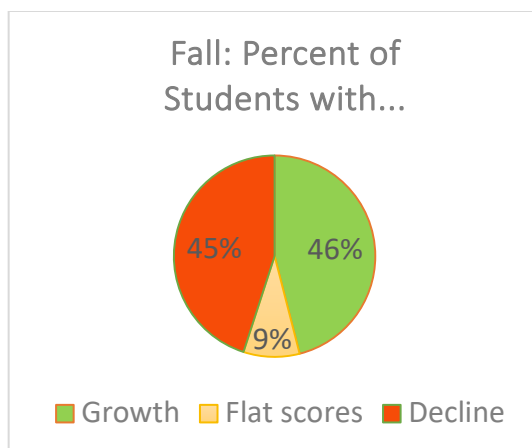
The Clark County School District and the RSLV principals provide primary instruction and intervention support to students attending RSLV related to goal 1, as they implement academic curricula and interventions on school campuses during the school day. However, the City of Las Vegas provides supplemental supports related to academic achievement through several programs including the literacy interventions supported by Americorps tutors and through Literacy Liftoff.

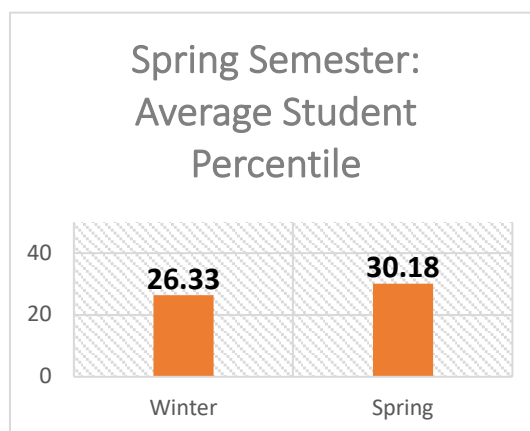
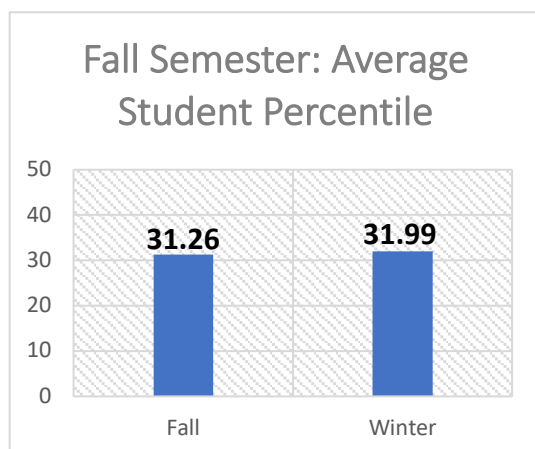
Literacy intervention program through Americorps. Through a grant from Americorps Nevada Volunteers, the CLV implemented literacy intervention programs on the RSLV elementary school campuses. This literacy intervention program focused on students in K-3rd



grades, with an emphasis on increasing students' early literacy skills and to ensure that students are ready to read by 3rd grade. During the 2017-2018 academic year, RSLV tutors worked with 215 students enrolled as a component of this reading program. Highlights from this program include:

- 46% of participating students showed growth in their literacy scores in the fall semester, while 57% showed growth during the spring semester (see figures below).
- Over 80% of the students who participated in the RSLV literacy intervention program displayed growth in their percentile scores.
- Participating students increased by 0.73 percentile points in the fall semester and 3.85 percentile points in the spring semester.
- According to the Nevada Report Card, three of the nine RSLV elementary schools increased the percentage of students who were reading on level by 3rd grade. Two schools remained stable from the year before.





Literacy Liftoff. The Literacy Liftoff program, offered by the Public Education Foundation, is designed to provide early literacy interventions focused on phonemic awareness, decoding, and fluency to students in pre-Kindergarten, Kindergarten, and 1st grade classrooms who are at-risk, or with, reading difficulties.

The program is designed to provide interventions in the following format:

- Two weeks of summer classes in August to prepare PK, K, and 1st grade students for engagement in literacy when they begin school.
- Eleven weeks of afterschool programming focused on providing additional literacy support for two hours per day, three days a week during the academic year.
- Provision of “Parent Tip Day” meetings designed to teach parents and families how to support their child’s literacy in the home and community.

For students in PK, Literacy Liftoff implements the *We Can* curriculum (<http://www.voyagersopris.com/curriculum/subject/literacy/we-can-early-learning-curriculum/overview>). For students in K and 1st, *Voyager Time Warp Plus* is implemented (<http://www.voyagersopris.com/curriculum/subject/summer-school/timewarp-plus/overview>).

In the 2017-2018 academic year, a total of 221 students completed all aspects of the Literacy Liftoff program. It should be noted that a larger number of students participated in some aspect of the Literacy Liftoff program, but 221 students had data at both pre- and post-assessment points. Therefore, only these students are included in this report to best describe the impact of programming. The table below describes the number of students who participated at each grade level.



Table

Number of Literacy Liftoff Participants Across Grade Levels

Pre-kindergarten	Kindergarten	1 st Grade
26	127	68

Data indicate that all participants in Literacy Liftoff showed increases in their targeted literacy scores across time. The table below includes data related to students pre- and post-tests at each level, as well as a summary of changes over time. All grade levels showed increases on all measures, which is an indication of the effectiveness of the program.

Table

Achievement Data of PK, K, and 1 Students Participating in Literacy Liftoff Across Time

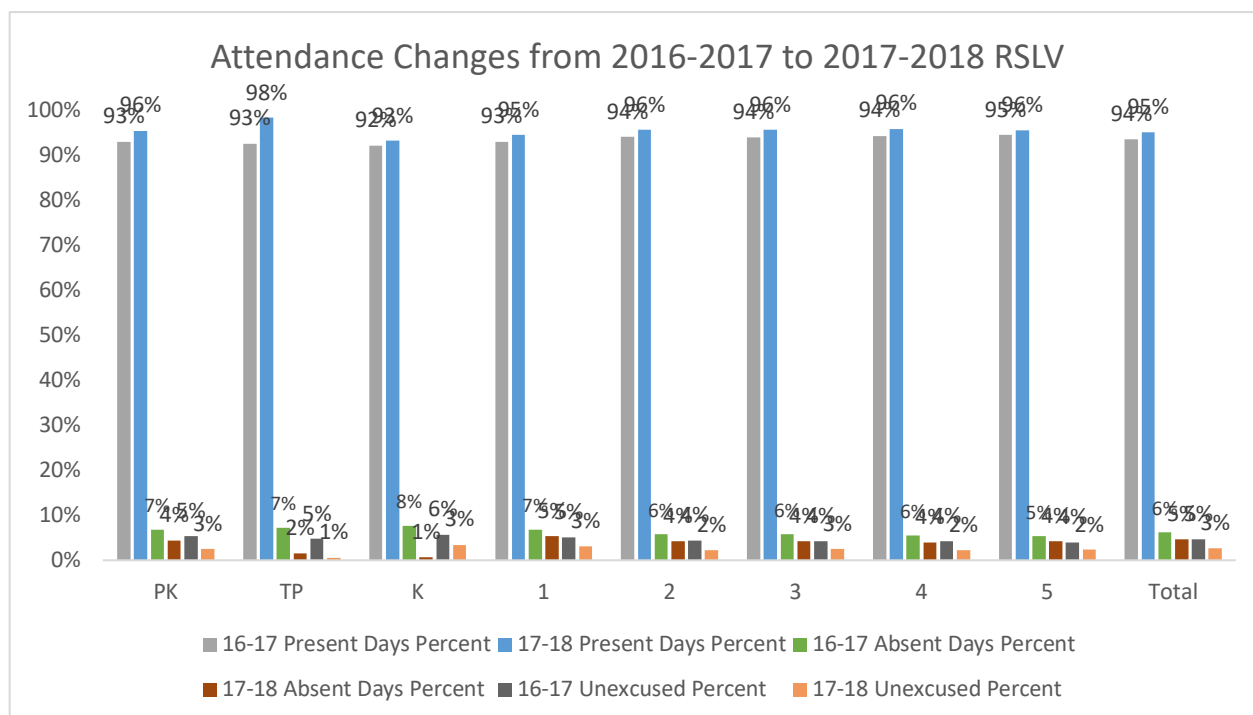
PK	Pre-test				Post-test				Change			
	Letters		Sounds		Letters		Sounds		Letters		Sounds	
	9.38		1.58		28.19		6.92		+18.81		+5.34	
	Voyager	Nonsense Words	Phoneme Segmentation	Sight Words	Voyager	Nonsense Words	Phoneme Segmentation	Sight Words	Voyager	Nonsense Words	Phoneme Segmentation	Sight Words
K	16.3	5.94	7.91	3.66	36.14	26.98	27.54	16.23	+19.84	+21.04	+19.63	+12.57
1	16.04	23.18	30.01	14.85	20.13	40.73	53.21	34.33	+4.09	+17.55	+23.2	+19.48

A repeated-measures Analysis of Variance was conducted to determine if there was a significant difference in literacy scores at each grade level across time. For Pre-K students, increases in literacy achievement were significant for both assessments (i.e., letters, sounds; $p < .01$ for both). For K students, increases in literacy achievement were significant on all four literacy measures (i.e., Voyager, Nonsense Words, Phoneme Segmentation, Sight Words, $p < 0.01$). For 1st-grade students, increases in literacy achievement were significant for three of the four tests (i.e., Voyager, Phoneme Segmentation, Sight Words; $p < 0.01$ for both). Results were not statistically significant for the nonsense words measure.



Goal 2: ReInvent Schools Las Vegas will demonstrate increases in school climate and measures of social-emotional learning.

Tiered attendance interventions. Additionally, through the Americorps grant program, the CLV implemented a tiered attendance intervention program to increase the percentage of days that students are at school, reduce the number of days that students are absent, and reduce the number of days that students are unexcused. The ultimate goals are to reduce the number of students who are chronically absent at RSLV schools (missing more than 10 school days in an academic year). In the figure below, average changes in attendance for each grade level on the RSLV schools from cohort 1 are displayed; baseline data for schools in Cohort 2 are not available as they started as a RSLV in 2017-2018.

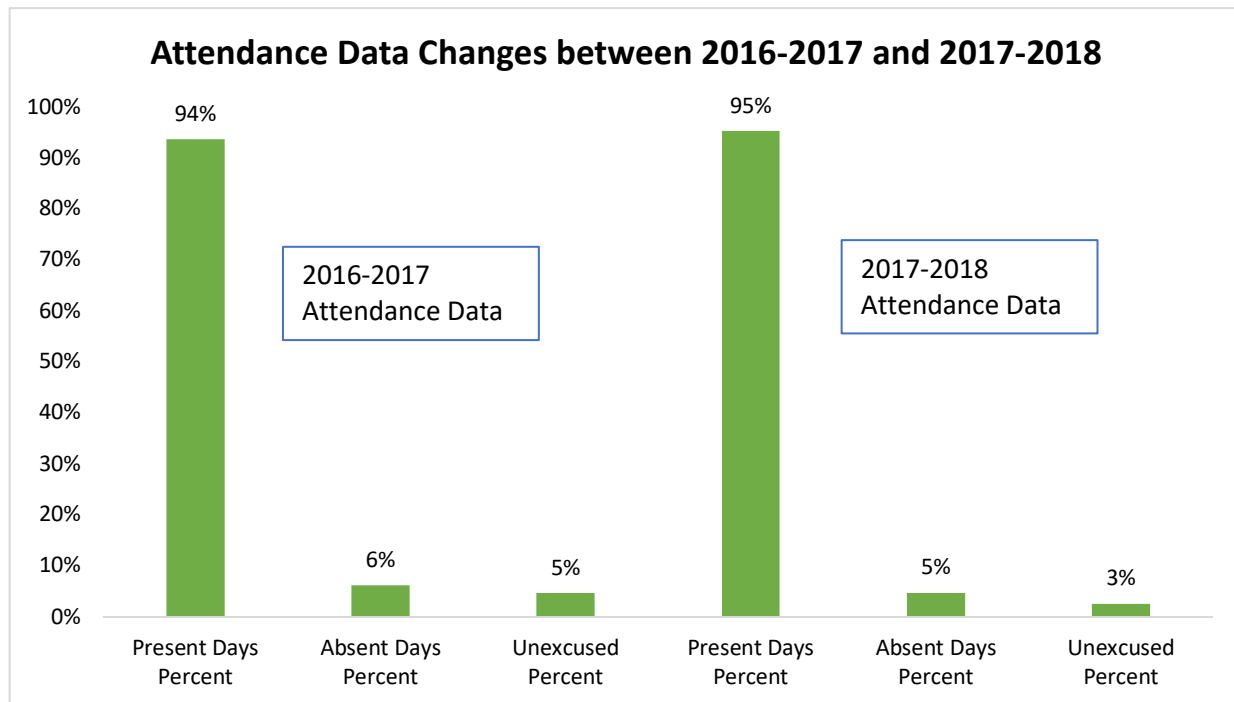


Some highlights from this intervention are:

- Overall, the percentage of students who were in attendance on RSLV school campuses increased by 2%. Additionally, the average percentage of students who were absent decreased by 3% and the percentage of students who had unexcused absences decreased by 2%. The figure below displays these changes in attendance patterns across RSLV school campuses from cohort 1.



- Of the original four RSLV campuses, one school decreased the percentage of chronic absenteeism, and two schools maintained stable trends in chronic absenteeism.



Expanded and Extended Learning Opportunities

Goal 3: ReInvent Schools Las Vegas will implement mentoring programs to support student academic achievement and social-emotional well-being.

Safekey Programming. The City of Las Vegas provides free Safekey programming at the eight RSLV elementary school sites. Safekey is a before- and after-school enrichment program that offers extended learning opportunities for students outside of the school environment; programming is designed for students in K-5th grade. The table below provides a summary of a sampling of programming offered to students during Safekey programming.



Table

Descriptions of Sample Safekey Programming on RSLV School Campuses

Program Name	Brief Description of Program
C.A.T.C.H. Kids	<p>The City of Las Vegas Safekey program partners with the Southern Nevada Health District to include the Coordinated Approach to Child Health (CATCH) Kids Club. The CATCH program is designed to promote behaviors that assist in developing and maintaining good health in school-age children. Participants are involved, on a daily basis, in a variety of physical activities, crafts, or educational topics (i.e. nutrition, personal safety, positive choices).</p> <p>https://catchinfo.org</p>
Readers Theater	<p>Safekey programming began to implement Reader's Theater programming during the 2017-2018 academic year. Reader's theater focuses on practicing skills related to reading by reading a story aloud without memorization, props, or a stage. Students are assigned a specific character role and are instructed to read their part with expression, meaning, and enthusiasm. Reader's Theater is designed to provide expression and practice with reading, with a specific focus on developing fluency in order to improve reading comprehension.</p> <p>https://www.readerstheater.com</p>
APPLE CORE Reading Program	<p>The APPLE CORE Reading Program is a partnership with CCSD and focuses on getting students to read for 20 minutes per day outside of the school environment, as research indicates that practice reading can improve achievement related to reading. Students track the minutes read during Safekey hours, and incentives are provided to students for every 300 and 1200 minutes read.</p> <p>http://www.shsu.edu/academics/education/journal-of-multidisciplinary-graduate-research/documents/2016/WhittenJournalFinal.pdf</p>

Student participation in Safekey programming in both 2016-2017 and 2017-2018 is highlighted below. It should be noted that there was a 60% increase in enrollment in Safekey programming across the two years of RSLV. This represents approximately 268 students.



Table

Changes in Enrollment in Safekey Programming between 2016-2017 and 2017-2018

School	2016-2017 Enrollment	2017-2018 Enrollment	Change Over Time
Booker Elementary School	38	78	+40
Hollingsworth Elementary School	56	80	+24
Kelly Elementary School	38	50	+12
Lunt (w/ Cambiero) Elementary School	56	80	+24
McWilliams Elementary School	101	124	+23
Red Rock Elementary School	72	141	+69
Wendell P. Williams Elementary School	28	74	+46
TOTAL	447	715	+268

Youth Neighborhood Association Partnership Program (YNAPP). This program empowers youth to be leaders and make a difference in their community through problem solving. During the 2017-2018 academic year, the City of Las Vegas received a record of 55 project applications, of which, 48 received funding in the total of \$159,275.00. The YNAPP program is included in this report because over 25% (13) of the awarded YNAPP projects were submitted and completed by students or staff at ReInvent schools. YNAPP projects develop many intangible skills for students, such as community service, civic duty, problem solving, planning and project management; all in the name improving their school community or school environment.

Integrated Student Supports

Goal 1: Communities in and around the ReInvent Schools Las Vegas will increase the availability of and access to healthcare (i.e., physical, mental, dental, vision), social services (i.e., food resources, social work), and workforce/job development services.

Healthy School, Healthy Life Program. The City of Las Vegas was awarded \$150,000 from the US Conference of Mayors in partnership with the American Beverage Association for the YDSI Healthy School, Healthy Life program. Highlights from this program include:



- Over 200,000 pounds of fruits and vegetables were produced through Pop-Up produce,
- 9510 students participated in farmer-led plant and harvesting sessions, and
- 1080 students participated in 18 chef-led cooking demonstrations.

Trauma Recovery Yoga. During the 2017-2018 academic year, over 6800 students participated in Trauma Recovery Yoga, designed to provide mindfulness activities and exercise to support to students attending RSLV campuses. These interventions and supports were provided during the school day. The program is designed to address self-regulation techniques used by students in the school environment.

Communities in Schools. During the 2017-2018 academic year, Communities in Schools provided the main integrated student support services on six of the nine RSLV school campuses (i.e., Hollingsworth, McWilliams, Kelly, Red Rock, Wendell P. Williams, West Prep). A list of Tier I services provided on each of these six school campuses are included in the Appendix. These services are designed to provide integrated student supports to all students who attend school on the campus and to meet the needs of parents, families, and community members to ensure that students have the ability to come to school ready to learn.

See Appendix A for a list of Level One Services offered at Reinvent Schools.

Additionally, Communities in Schools provided Level Two services to students who were being case managed and needed additional supports. Case management focuses on three main areas: (1) improvements in academics, (2) improvements in attendance, and (3) improvements in school behavior. In the table below, data related to the number of students case managed on each campus and the percentage of those students who made progress towards their goals are presented.

School	Number of Students Case Managed	Percentage of Students with Academic Goals Met	Percentage of Students with Attendance Goals Met	Percentage of Students with In-school Behavioral Goals Met	Average Percentage of Goals Met
Hollingsworth	84	81%	91%	87%	86%
McWilliams	76	92%	81%	94%	89%
Kelly	66	88%	75%	67%	77%
Red Rock	70	91%	N/A	25%	58%*
Wendell P Williams	67	N/A	73%	64%	68.5%
West Prep	140	85%	55%	81%	74%



*NOTE: Four students at Red Rock had an in-school behavioral goal, and only one was making progress. This percentage significantly impacts the average percentage of students meeting their overall goals.

Family and Community Engagement

Goal 1: Parents and families at ReInvent Schools Las Vegas will display increased capacity to support their child's academic and social-emotional well-being.

Community engagement festivals. The Department of Youth Development and Social Innovation hosted two separate Community Engagement Festivals at six of the nine ReInvent Schools Las Vegas. Safe Summer Nights occur annually during the months of April and May. Fall Festivals occur annually during the months of October and November. Each event includes a community resource fair with vendors ranging from public health, safety and recreation, as well as, the arts and education. In addition to a robust resource fair, students of the ReInvent Schools Las Vegas, their families and community members enjoy free music (DJ), refreshments (while supplies last), carnival style games with prizes, face painting, and community and student performances. The Department of Youth Development is proud to collaborate with other departments at the City of Las Vegas, local businesses and nonprofits, and healthcare providers from all over the valley.

From these festivals:

- During the six Safe Summer Nights events, 1800 students and families participated and engaged with 52 health and resource vendors.
- During the six Fall Festival events, 1600 students and families participated and engaged with 45 health and resource vendors.

Impact of RSLV Programming on Data Metrics Related to State Accountability

During the 2017-2018 academic year, nine total schools participated in the RSLV initiative, including eight elementary schools and one middle school. Data on the academic performance of these nine schools can be found in the table below. It should be noted that the criteria for star rating changed slightly between 2016-2017 and 2017-2018, so some variance occurred as a result of those changes.

Table

Academic Achievement Data from the Nevada Report Card for Participating RSLV Schools



	2017-2018						
ELEMENTARY	<i>Overall Star Rating (5)</i>	<i>Total Index Score (100)</i>	<i>Academic Achievement (25)</i>	<i>Student Growth (35)</i>	<i>English Language (10)</i>	<i>Closing Opportunity Gaps (20)</i>	<i>Student Engagement (10)</i>
Hollingsworth	1	23.5	3	7	6	2	5.5
Kelly	2	27	2	13	4	6	2
McWilliams	2	34	4	9.5	9	4	7.5
Williams	1	21	0	13	1	5	2
Booker	2	29	4	11	4	4	6
Lunt	2	35.5	2	15.5	8	6	4
Red Rock	1	22	6	9	2	3	2
Rose Warren	2	35	4	16	6	4	5
MIDDLE	<i>Overall Star Rating (5)</i>	<i>Total Index Score (100)</i>	<i>Academic Achievement (25)</i>	<i>Student Growth (30)</i>	<i>English Language (10)</i>	<i>Closing Opportunity Gaps (20)</i>	<i>Student Engagement (15)</i>
West Prep	1	26.5	1	9.5	3	7	6

The table below displays changes between the 2016-2017 and 2017-2018 academic year of participating schools. Data points that showed an increase between years are highlighted in green; data points that remained the same across years are highlighted in yellow.

Table

Changes in Nevada Report Card Ratings between 2016-2017 and 2017-2018

	CHANGE OVER TIME						
ELEMENTARY	<i>Overall Star Rating (5)</i>	<i>Total Index Score (100)</i>	<i>Academic Achievement (25)</i>	<i>Student Growth (35)</i>	<i>English Language (10)</i>	<i>Closing Opportunity Gaps (20)</i>	<i>Student Engagement (10)</i>
Hollingsworth	0	-1.5	0	-5	5	-3	1.5
Kelly	1	17	0	10	3	4	0
McWilliams	0	5.5	-3	3	5	2	-1.5
Williams	-1	-7.5	-2	-3.5	-3	1	0
Booker	1	5	-1	2	3	1	0
Lunt	-1	-22	0	-9	0	-9	-4
Red Rock	-1	-22	1	-11	-1	-8	-3
Rose Warren	0	-10.5	-2	-3.5	3	-6	-2



	<i>Overall Star Rating (5)</i>	<i>Total Index Score (100)</i>	<i>Academic Achievement (25)</i>	<i>Student Growth (30)</i>	<i>English Language (10)</i>	<i>Closing Opportunity Gaps (20)</i>	<i>Student Engagement (15)</i>
MIDDLE							
West Prep	-1	-5	0	-4	1	-2	0

Trends from the Nevada Report Card Data

- Two of the RSLV schools increased their star rating between 2016-2017 and 2017-2018; three of the RSLV schools had star ratings that were the same between the two years.
- Three RSLV schools showed increases in their overall index scores between the two periods.
- Three RSLV schools earned additional points in student growth and four earned additional points in closing opportunity gaps. Both of these data points are important, as many of the RSLV initiatives are focused on supporting subgroups of students who are performing below level. These data indicate that students who are below proficiency are showing growth over time on several of the RSLV campuses.
- Five RSLV schools earned additional points in the English Language category, which measures the scores of emergent bilingual students on measures of English proficiency. Again, these data points are important as several RSLV initiatives are designed to provide additional supports to students in schools.
- It should be noted that these measures of achievement should be monitored in three to five-year trends, as many things can change on a school campus that would impact the results of these assessment metrics.

Conclusions and Recommendations

- Achievement data from the Nevada Report Card, Americorps literacy intervention program, and Literacy Liftoff indicate that students participating in RSLV programming are showing growth in their achievement data and that there is movement in closing opportunity gaps on several of the RSLV school campuses.
 - Literacy liftoff is an intervention focused on early literacy, one of the goals of RSLV. All results in changes in literacy impact were statistically significant, meaning that students who participated in this intervention significantly improved their academic scores related to early literacy.
 - However, overall achievement ratings have not increased. These data should be viewed with caution, as many variables impact these data and overall school growth is not usually displayed until three to five years after the implementation of a school-wide intervention.



- Students receiving integrated student supports show progress towards meeting their goals through case management. 80% of students receiving case management services improved in their targeted goals.
- The tiered attendance intervention appears to be having an impact on student attendance, with overall attendance, number of days absent, and number of days unexcused all improving year over year.
 - Chronic absenteeism data, however, indicates that there is still work to do on school campuses related to attendance. Attendance interventions for the upcoming year should focus on students who are missing more than three days of school and trying to curb these attendance trends so that schools can intervene with attendance before attendance rates become chronic.
- A large number of parents and families are engaging with resources and services being provided by the City and RSLV.
 - It is important to collect some type of data that measures the impact of these resources and services in order to determine if there is an impact on parent and family understanding of their role in their child's educational experience.

Program Recommendations for 2018-2019

1. It is recommended that all programs being offered at RSLV implement pre- and post-assessment measures or perception of satisfaction measures for activities or interventions implemented, aligned to the goals of RSLV. Currently, many of the measures included in this evaluation report number of students, parents, or community members who participated in the event but not the impact of the event. Better program-specific data (i.e., data collected for Americorps literacy and Literacy Liftoff) allow conclusions to be drawn regarding impact of programming on the specific outcomes of RSLV.
2. It is recommended that RSLV schools use a multi-tiered systems of support (MTSS) integrated student supports framework to determine programming, interventions, and resources needed on campus and to align both in-school and out-of-school interventions. Currently, it is difficult to determine which programs and interventions are having which effects on student outcomes as these integrated, interdisciplinary decisions are not necessarily clear as to what program is aligned to what targeted outcome. Alignment of programs for both in- and out-of-school interventions can ensure that student needs are being met and that data are being tracked to determine effectiveness.
3. It is recommended that the attendance intervention program collect data related to chronic absenteeism (i.e., missing 10 or more days of school) instead of truancy, as the new rating system in the state of Nevada gives points for reduction in chronic absenteeism not average daily attendance. It is recommended that student data be collected and analyzed in bands of days missed (e.g., 0, 1-3, 4-6, 7-9, 10+). Interventions and supports can then be provided to students who are in the 4-6- and 7-9-day bands and reinforcers can be provided to



students in the 0 and 1-3 bands. This will allow data to be collected related to chronic absenteeism, making it more aligned to the reporting systems of the state of Nevada.

4. It is recommended that schools and the RSLV team work to find ways to get more students involved in programming related to RSLV, as initial data for the 2017-2018 academic year indicate that participation in this programming has a potentially positive impact on student academic and social-emotional outcomes.
5. It is recommended that fidelity to implementation of programming data be collected regarding how students are identified or invited to participate, how the intervention is implemented, and how data are collected to determine effectiveness. This will allow program evaluation to focus on the programs that are having specific impacts, and to determine if there are differences across school sites on how different programs are implemented – therefore allowing conclusions about maximum effectiveness to be drawn.
6. It is recommended that RSLV provide a professional development for school-based leadership teams (i.e., principal, other administrators, RSLV site coordinators) regarding the integration of community supports into the school day in order to ensure that all individuals are on the same page regarding the data being collected and the process for making decisions related to particular programs focused on specific student outcomes.



ReInvent Schools Las Vegas
Annual ReInvent Schools Plan
2018-2019

School Name: _____

ReInvent Schools Las Vegas Priorities	
I.	After-school and Summer Learning
II.	Integrated Student Supports
III.	Community Engagement and Transitions between Levels
IV.	Parent and Family Engagement and Advocacy

ReInvent Schools Las Vegas Commitments	
•	Implement a full-service community school model.
•	Ensure every student has access to a high-quality school experience.
•	Provide integrated student supports to enhance family stability.
•	Create a welcoming and respectful school environment for students and families.
•	Align services through focused collaboration, eliminating duplicative efforts.
•	Utilize data-driven, evidence-based decision making.
•	Maximize out-of-school time enrichment and learning activities.

I. AFTER-SCHOOL AND SUMMER LEARNING

Goals:

1. Academic intervention or enrichment
2. Community service and civic engagement
3. Social-emotional learning and development

RSLV Goal Alignment	Intended Outcome	Specific Strategies and Activities	Partner Responsible and Lead Person	Resources and Activities	Outcome Measure
<input type="checkbox"/> AS/SL-1 <input type="checkbox"/> AS/SL-2 <input type="checkbox"/> AS/SL-3					
<input type="checkbox"/> AS/SL-1 <input type="checkbox"/> AS/SL-2 <input type="checkbox"/> AS/SL-3					
<input type="checkbox"/> AS/SL-1 <input type="checkbox"/> AS/SL-2 <input type="checkbox"/> AS/SL-3					
<input type="checkbox"/> AS/SL-1 <input type="checkbox"/> AS/SL-2 <input type="checkbox"/> AS/SL-3					

Figure 2. RSLV-CSI in-school and out-of-school alignment document.

Community Needs Assessment: Overview

Data plays a key role in effective community school development. Community school leaders use data to understand the success they are having in supporting student and family development. Early on, community school leaders create a shared leadership team, sometimes referred to as an Advisory Board.

The shared leadership team should include stakeholders who can help the team form a deeper understanding of the strengths and needs of students and families, as well as the “internal” and “external” barriers to student success, and the resources that already available in the community.

Assessment plays a key role providing data to help feed that understanding. Community school development happens most effectively when stakeholders work toward a shared vision for student and family success. The assessment process should be driven by that shared vision. The data that is gathered should help to inform their understanding of issues that will alleviate barriers and facilitate movement toward the vision.

Because of this, a one-size fits all needs assessment is not always the best way to proceed with the assessment process. Each community school should examine assessment tools and consider which questions they need to ask to better inform their understanding of the stakeholders and resources of the school community.

There are multiple kinds of assessments that help inform their work. These include but are not limited to:

- Student needs assessment
- Parent needs assessment (focused on students; focused on parents)
- Teacher assessment (of students & teachers needs)
- Community Resource Assessment
- Community Eco Map (to illustrate community relationships & connections)
- Community Assessment (to identify community issues that affect families)



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Community Needs Assessment

Sample 4th - 8th Grade Student Needs Assessment

(School Name) is asking you to complete this questionnaire in order to identify ways we can support your success in school and life. Please answer each question to the best of your ability, and honestly. Thank you!

Information about you:

Are you ☐ Male (boy) or ☐ Female (girl)?

How old are you?

☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ Older than 14

What grade are you in?

☐ 4th ☐ 5th ☐ 6th ☐ 7th ☐ 8th

How do you describe yourself or your family?

☐ Latino (Mexican, Latin American, Puerto Rican)

☐ African American (Black)

☐ White (Caucasian)

☐ Asian

☐ Native American

☐ Other

What language do you speak at home? (may choose more than one)

☐ English ☐ Spanish ☐ Polish ☐ Chinese ☐ Indian (dialects) ☐ Other

Tell us about your brothers or sisters?

Brothers ☐ (how many) Brother's Age(s)

Sisters ☐ (how many) Sister's Age(s)

Information about you and your school:Please say whether you agree or disagree with these statements:

	Agree	Disagree
Students in my school get along well with one another.	___	___
Teachers in my school like students in this school.	___	___
My teacher listens to me.	___	___
I can ask my teacher with help when I don't understand my work.	___	___
Adults in this school treat students with respect.	___	___
Students in this school treat adults with respect.	___	___
I feel safe in my school.	___	___
I like to come to school.	___	___
There are plenty of adults at my school to ask for help with school work.	___	___
I could use more help with reading.	___	___
I could use more help with math.	___	___
I could use more help with science.	___	___

How much time do you spend doing homework outside of your regular school day? (including afterschool programs) ___ <1/2 hour ___ 1/2-1 hour ___ 1-2 hours ___ no time

Who helps you with your homework when you need it? (choose all that apply)

- ___ Parents
- ___ Grandparents or other guardians
- ___ Other relatives (older brothers/sisters, aunts uncles)
- ___ friends
- ___ teachers
- ___ Afterschool programs
- ___ Tutor
- ___ Other

Who talks to you about your school work? (choose all that apply)

- ___ Parents
- ___ Grandparents or other guardians
- ___ Other relatives (older brothers/sisters, aunts uncles)
- ___ friends
- ___ teachers
- ___ Afterschool programs

___ Tutor
___ Other

How has your attendance at school been in the last month?

___ I was not absent on any school day ___ I was absent one day
___ I was absent 2 days ___ I was absent 3 or 4 days ___ I was absent more than 4 days

Why do you usually miss school if you are absent?

___ I am sick ___ I have no way to get to school
___ my parent needs me at home ___ I do not want to come to school
___ I don't know

How has your behavior been at school in the last month?

___ I never got into trouble ___ I almost never got into trouble
___ I got into trouble in class ___ I got sent to the office

Have you ever been suspended from school?

___ Yes ___ No How many times? ___

How are you doing in school?

___ My grades are good ___ My grades are okay ___ My grades are not good

What do you think would help you do better in school?

When you are at school...

Do you get bullied? ___ Yes ___ No ___ Sometimes ___ Often

Do you get teased? ___ Yes ___ No ___ Sometimes ___ Often

Do you get hit/hurt? ___ Yes ___ No ___ Sometimes ___ Often

Do you feel happy? ___ Yes ___ No ___ Sometimes ___ Often

Do you feel interested? ___ Yes ___ No ___ Sometimes ___ Often

When you are not in school, do you...

- Spend time with a church group? ☐ Yes ☐ No ☐ Sometimes ☐ Often
- Play sports or other outdoor games? ☐ Yes ☐ No ☐ Sometimes ☐ Often
- Participate in school sports and activities? ☐ Yes ☐ No ☐ Sometimes ☐ Often
- Participate in school clubs? ☐ Yes ☐ No ☐ Sometimes ☐ Often
- Go to afterschool programs in school? ☐ Yes ☐ No ☐ Sometimes ☐ Often
- Go to afterschool programs not in school? ☐ Yes ☐ No ☐ Sometimes ☐ Often
- Go to a community pool? ☐ Yes ☐ No ☐ Sometimes ☐ Often
- Go to community library? ☐ Yes ☐ No ☐ Sometimes ☐ Often
- Take art, music or dance lessons? ☐ Yes ☐ No ☐ Sometimes ☐ Often
- Go to a community center? ☐ Yes ☐ No ☐ Sometimes ☐ Often
- Babysit your brothers/sisters? ☐ Yes ☐ No ☐ Sometimes ☐ Often
- Use a community computer center? ☐ Yes ☐ No ☐ Sometimes ☐ Often
- Use a computer at home? ☐ Yes ☐ No ☐ Sometimes ☐ Often
- Play video games? ☐ Yes ☐ No ☐ Sometimes ☐ Often

In the past 6 months have you used:

☐ Cigarettes ☐ Beer ☐ Alcohol ☐ Marijuana ☐ Other Drugs ☐ None of these

What activities would you like to have in your school during or afterschool?

- ☐ School Help ☐ Doctor/Nurse ☐ Counselor ☐ Dentist ☐ Eye Doctor
- ☐ Sports ☐ Art ☐ Dance ☐ Music ☐ Games ☐ Theatre
- ☐ Movies ☐ Computer Class



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Community Needs Assessment

Sample High School Student Needs Assessment

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. I know what it takes to be a good student at my school					
2. The school is preparing me well for life after graduation.					
3. I am well prepared to graduate on time.					
4. My teachers care about me.					
5. My teachers expect the best from me.					
6. I am doing well in school.					
7. When I need help with school work, my teachers are readily available to help me.					
8. My teachers are easy to talk with.					
9. I do the homework assigned to me.					
10. My parents expect the best from me.					
11. My teachers believe I will succeed.					
12. My parents believe I will succeed.					
13. My parents help me to do well in school.					
14. My teachers know and understand my culture.					
15. My teachers treat me with respect.					
16. My teachers treat me fairly.					

17. After high school, I want to...
☐ Get a good paying Job ☐ Go to College ☐ Not sure

18. My high school is preparing me well to achieve this goal.
☐ Yes ☐ No ☐ Sometimes

19. In my classes, I have opportunities to...

20. After my regular classes at school end, I am involved in the following activities:

<input type="checkbox"/> None	<input type="checkbox"/> Hanging out with friends
<input type="checkbox"/> Work	<input type="checkbox"/> Homework
<input type="checkbox"/> Team Sports	<input type="checkbox"/> Recreational Programs
<input type="checkbox"/> Church Activity	<input type="checkbox"/> Babysitting

21. In my school, I have seen:

- | | |
|--|--|
| <input type="checkbox"/> Students being leaders | <input type="checkbox"/> Students fighting |
| <input type="checkbox"/> Parent helping out | <input type="checkbox"/> College students at the high school |
| <input type="checkbox"/> Students being given recognition for an achievement | <input type="checkbox"/> Racism or discrimination |
| <input type="checkbox"/> Gang representation | <input type="checkbox"/> Boys being sexist towards girls |
| <input type="checkbox"/> Girls being treated unfairly | <input type="checkbox"/> Bullying or students being treated unkindly |
| <input type="checkbox"/> Boyfriends hitting their girlfriends | |

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
22. My teachers ask for my opinions and ideas.					
23. In my school, I have a say in important matters.					
24. Since starting high school, I have participated in community service activities					
25. I can clearly see how the things I am learning now will help me in the future.					
26. I truly enjoy the small school community that I belong to.					
27. I find my classes interesting.					
28. My classes encourage me to try challenging work.					
29. I can apply the things I am learning to real world situations.					
30. I have been involved with police, juvenile justice or court.					
31. In my school, there is a clear way to settle arguments before they turn into fights.					
32. I feel safe inside my school.					
33. I feel safe on my way from home to school and back					
34. My school has enough books and materials for every student.					
35. My school has enough computers.					
36. If I have a serious problem, I can get help in my school.					
37. If my family has a serious problem, I know where to get help in my community.					
38. Adults in my community care about youth					
39. My parents know how I am doing in school.					
40. My parents want me to do well in school.					
41. I read other books, magazines or other material besides the reading assigned to me at school.					

42. When I have the opportunity, I...

- | | |
|---|--|
| <input type="checkbox"/> Smoke cigarettes | <input type="checkbox"/> Use drugs |
| <input type="checkbox"/> Drink alcohol | <input type="checkbox"/> Have sex |
| <input type="checkbox"/> Take part in gang activity | <input type="checkbox"/> Take part in violent activities |
| <input type="checkbox"/> Take part in criminal activity | |

43. I have experienced the following:

- ☐ Depression
- ☐ Suicidal thoughts
- ☐ Attempted suicide
- ☐ Being beaten up at home
- ☐ Being beaten up outside of home
- ☐ Racism or discrimination
- ☐ Being arrested
- ☐ Being raped or sexually assaulted
- ☐ Being robbed
- ☐ Being threatened with violence
- ☐ Passing out from drinking or drugs
- ☐ Being hit by a girlfriend or boyfriend
- ☐ Being put down by my parents or family
- ☐ Being put down by my teachers or school staff
- ☐ Being put down by other students
- ☐ Being bullied by other students
- ☐ Being put down by my friends
- ☐ Over eating
- ☐ Make myself vomit to lose weight

44. When I have a problem, I have someone to talk to.

- ☐ Yes ☐ No ☐ Sometimes

45. The biggest obstacles to my doing well in high school are:

- ☐ My parents don't help me
- ☐ My friends don't think school is important
- ☐ Too many problems at home
- ☐ My teachers don't care about me
- ☐ My teachers can't teach me
- ☐ I need to work to make money
- ☐ court problems
- ☐ I don't know English well enough
- ☐ I don't read well
- ☐ My classes are too hard
- ☐ School is too boring
- ☐ Court problems
- ☐ I am pregnant
- ☐ I have a child(ren)
- ☐ I don't have good & consistent childcare
- ☐ My boyfriend/girlfriend or husband/wife doesn't support my being in high school
- ☐ I don't need high school for my future goal(s)

Community Needs Assessment

Sample Student Wish List Survey

Your school is working to develop new programs for students, parents, and other members of the community. We need your input to identify programs that interest you. Please check all activities you would participate in if they were available after school or on weekends. Thank you for your help!

Sports		Weekends	After School
Basketball			
Boxing			
Soccer			
Volleyball			
Tumbling			
Softball			
Track			
Karate			
Weight lifting			
Swimming			
Cheerleading			
Floor Hockey			
Flag Football			
Tennis			
Golf			
Baseball			
Racquetball			

Other _____

Social Activities		Weekends	After School
Dances			
Movie night			
Field trips to			
Museums			
Bowling			
Skating			
Downtown tour			
Movies			
Plays			
Concerts			
Ski trip			
Dance perform			

Other _____

Personal Growth	Weekends	After School
Individual counseling		
Group counseling		
Teen issues		
Parenting		
Dealing with divorce		
Self Esteem		
Grief Support		
Gay & lesbian issues		
Anger management		
Child abuse		
Conflict resolution		
Women's issues		
Alcoholics Anonymous		
Al-Anon		
Parenting Classes		
Gang prevention		
Mentoring Program		
Relationship Skills		
Boys/Girls rites of passage		

Support groups on: _____

Workshops on: _____

Other _____

Recreation		Weekends	After School
Chess			
Open Gym			
Camping			
Gardening			
Fishing			
Sewing			
Knitting			
Crocheting			
Cooking			
Website Design			
Computer Club			
Teen Club			
Board Games			
Exercise/Fitness			
Arts & Crafts			
Scrapbooking			
Ropes Courses			
Horseback riding			
Rock Climbing			
Computer Gaming			

Other _____

College Readiness		Weekends	After School
College tours			
Financial aid workshops			
Help choosing college			
Workshops on college applications and essays			
Scholarship assistance			

Other _____

Job Preparation		Weekends	After School
Resume writing			
Interviewing skills			
Part-time work			
Learn about careers			
Apprenticeships			
Internships			
Job Shadowing			
Public speaking			
Word processing			
Bookkeeping			
Mechanic classes			
Horseback riding			
Rock Climbing			
Computer Gaming			

What types of professions are you most interested in learning about?

Other _____

Academic		Weekends	After School
Study skills			
Homework help			
Tutoring			
Math club			
Science club			
Book club			
Speech and debate			
Journalism			
Creative writing			
History projects			
College Prep			
Computer classes			

Academic		Weekends	After School
ACT/SAT Prep			
Computer lab access			
Peer tutoring			
Writing lab			
AP Courses			

Other _____

Arts		Weekends	After School
Crafts			
Band			
Choir			
Fashion Design			
Painting / Drawing			
Murals			
Photography			
Drama			
Poetry Slams			
Acting			
Stage Tech			
Video Club			
Student Journalism			
Graphic arts			
Musical instruments			
Dance			

What instrument?

What kind of dance?

Other _____

Other Activities / Interests		Weekends	After School
Daycare			
Self-defense			
Big Brothers / Big Sisters			
Mentoring younger kids			
Be mentored by successful adults			
Service learning			
Volunteering			
Nutrition class			
Social justice			
Young Democrats / Republicans			
Leadership training			
Future Leaders Program			
Current events			
Junior Achievement			
Agriculture			

What is your grade? 9 10 11 12

What is your gender? Male Female

What other new activities would you like to see offered at this school?

If you would like to be a part of the planning, please give your name and Division number:

Community Needs Assessment

Sample Teacher Assessment

A community school builds partnerships and organizes resources (programs and services) to support the successful development of students. All young people must develop skills and strengths to navigate normal developmental tasks. Sometimes students face challenges that affect their healthy development. Schools, Communities and Families must work together to address successful development of our youth. Think about our school community and consider the following rating scale:

Needs Assessment Scale (NAS)									
<u>Low Degree of Need</u>			<u>Moderate Degree of Need</u>				<u>High Degree of Need</u>		
Adequate resources exist in this area to meet the needs of our student population			Resources exist in this area, but more are needed to meet the needs of our student population				Resources do not exist in this area and are needed for our student population		
Low			Moderate				High		
1	2	3	4	5	6	7	8	9	10

Use the NAS (Needs Assessment Scale) to rate the current response of our school / community to the developmental needs of students.

Please use reverse side to share additional comments & observations.

Developmental Areas Program/service focus	Numeric NAS rating	Developmental Areas Program/service focus	Numeric NAS rating
Cognitive Development		Social Development	
Academic Remediation		Communication Skills	
Academic Support		Relationships with Peers	
Academic Enrichment		Relationships with Adults	
Additional support in math & reading		Working in a group	
Physical Development		Leadership skills	
Health Services		Bullying / Bullying education	
Nutrition Education & Practice		Family Unity	
Organized sports		Resiliency Characteristics	
Recreational programs and activities		High Expectations for success	
Regular exercise		A Strong Sense of Self	
Emotional Development		Critical Thinking Skills	
Life skills		Hopes and Dreams for the future	
Crisis Intervention		Can operate within clear consistent boundaries	
Counseling and Therapy		Problem solving skills (metacognition)	

Teacher relationships with parents and other care givers

1. On average, how many parents and other care givers do you have contact with for students in your class/program?

___ Daily ___ Weekly ___ Bi-weekly ___ Monthly ___ Bi-monthly ___ Quarterly

2. On average, what kind of contact is made:

___ Written ___ Telephone ___ At school ___ In their home

3. Name 3 priorities we should focus on to support student success?

1.

2.

3.

4. In addition to your role as teacher, how would you like to be involved in supporting student development?

Please put your name below if you would like to become more involved.

___ On the planning team

___ Provide Academic Program

___ Provide non-academic program

___ Working with Community partners

___ Provide Programs for Parents

___ Other _____

Thank you for completing this assessment. We will share the composite results with you when they are tabulated.

Community Needs Assessment

Sample Parent Interest Survey

Please answer the following questions about programs for your **child/ren**.

- Does your child (children) attend an after school program at (School Name)?
☐ Yes ☐ No
- How many days per week does your child attend an after school program at (School Name)?
☐ 1 ☐ 2 ☐ 3 ☐ 4
- Why did you enroll in your child (children) in the after school program at (School Name)? (Check all that apply)

<input type="checkbox"/> To have fun	<input type="checkbox"/> To build friendships
<input type="checkbox"/> To have something to do after school	<input type="checkbox"/> To get help with homework
<input type="checkbox"/> To be safe after school	<input type="checkbox"/> Other _____
<input type="checkbox"/> To gain skills for school success	<input type="checkbox"/> Other _____
- What have been the benefits of participating in the after school program for your child (children)?

<input type="checkbox"/> Having fun	<input type="checkbox"/> Building friendships
<input type="checkbox"/> Having something to do after school	<input type="checkbox"/> Getting help with homework
<input type="checkbox"/> Being safe after school	<input type="checkbox"/> Other _____
<input type="checkbox"/> Gaining skills for school success	<input type="checkbox"/> Other _____

The (School Name) Community School is designed to help children be more successful in school. Sometimes children have challenges in their lives that make school success difficult. **Please provide us with your thoughts** about how we could help your child be more successful:

- What kinds of challenges do children who you know (in this community) face that make success in school difficult?

<input type="checkbox"/> Difficulty with reading	<input type="checkbox"/> Need positive adult role models
<input type="checkbox"/> Difficulty with Math and Science	<input type="checkbox"/> Better relationships with teachers
<input type="checkbox"/> Physical health issues	<input type="checkbox"/> Ways to improve behavior
<input type="checkbox"/> Mental Health issues	<input type="checkbox"/> Other _____
<input type="checkbox"/> Family stress	<input type="checkbox"/> Other _____
- What kinds of programs and services do you think would help your children have greater success in school? (Check all that apply)

<input type="checkbox"/> Reading Improvement Programs	<input type="checkbox"/> Family support services
<input type="checkbox"/> Math and Science Programs	<input type="checkbox"/> Mentoring programs

<input type="checkbox"/> Health & Nutrition Services ↑	<input type="checkbox"/> Life Skills programs for students
<input type="checkbox"/> Behavior Management programs for students	<input type="checkbox"/> Opportunities for parents & teachers to work together for student success
<input type="checkbox"/> Programs to help parents help their children ↑	<input type="checkbox"/> Other _____
<input type="checkbox"/> Mental Health Services	<input type="checkbox"/> Other _____

7. Would you be willing to talk in a discussion group about student needs? ↑ Yes ↑ No
8. Would you be willing to work with us to develop programs & services to ensure student success?
 Yes ↑ No ↑ Can't now, but in the future

9. How can we contact you?

Your Name _____

Telephone _____ Email _____

Sample Parent Interest Survey

Please answer the following questions about programs for **you**.

(School Name) is working to develop new programs for students, parents, and community members. We need your input to identify programs that interest you. Please check all activities you would participate in if they were available on the campus after school or on weekends. Thank you for your help!

Sports, Arts & Recreational Activities		Weekends	After School
Arts & crafts			
Book Club			
Community theater			
Creative writing			
Crocheting			
Dance			
Knitting			
Painting/Drawing			
Photography			
Poetry			
Sewing			
Family game night			
Family movie night			
Chess			
Dominoes			
Camping			
Cooking			
Computer lab			
Exercise/fitness			
Fishing			
Gardening			
Nutrition classes			
Scrapbooking			
Self Defense			
Parent volunteer			
Baseball			
Basketball			
Boxing			
Soccer			
Volleyball			

Sports, Arts & Recreational Activities		Weekends	After School
Karate			
Golf			
Weight lifting			
Swimming			
Flag Football			
Tennis			
Racquetball			

Would you need child care during these adult programs? Yes No

For what ages? _____

Social Services, Employment & Education		Weekends	After School
Individual counseling			
Group counseling			
Support groups on:			
Parenting			
Divorce			
Self Esteem			
Grief			
Women's issues			
Other:			

Alcoholics Anonymous			
Al-Anon			
Parenting Classes			

Social Services, Employment & Education		Weekends	After School
Mentoring youth			
Leadership training			
Resume writing			
Interviewing skills			
Career counseling			
Public speaking			
Computer training			
College preparation			
College tours			
Study skills course			
GED			
ESL			
Citizenship classes			

What other activities for adults would you like to see offered on the (School Name)?

If you would like to become involved, please give your name and phone number:

Community Needs Assessment

Community Focus Group Design

Design: Secure a neutral facilitator to conduct the focus group. Select one or two recorders to record the responses to the questions.

Set up (by facilitator): Create an environment that is warm and welcoming. Set up the chairs so that participants can see one another (circle) and put the recorders on the outside of the circle (seating arrangement).

Facilitator introduces him/herself.

Explain the purpose of the Focus Group, something like, "...We know without a doubt that students do better in school....are more successful learners...when their parents and care givers work in partnership with the school. One of the main reasons (School Name) is becoming a Community School is to help strengthen the partnership between families and the school. The questions that we are going to ask you will help us figure out how to make (School Name) a Community School that will be a resource to young people and their families.

Explain the role of recorders.

Conduct brief round robin introductions.

Questions

1. We are aware that students encounter many obstacles to learning in their day to day lives. What obstacles do you think young people in this community encounter that may make it difficult to make the most of learning opportunities? What kinds of services and programs would help them make the most of their educational opportunities?
(Note: It's important that they not get hung up on what is possible here. The design of the community school will reflect our best efforts at getting what is needed and wanted. If they have a hard time with this question, give an example, like health concerns that make learning more difficult, and the plan to bring the health clinic into the school.)
2. The Community School can offer services and programs for parents and adults in the community as well. The school can be a resource for all kinds of learning opportunities. If we could offer programs and services in the school that would make the school a valuable resource for parents, what kinds of programs and services do you think we should try to offer?
3. Imagine that (school name) has become a Community Center for learning for all ages. What do you think are the most critical things that our programs and services should address?
4. Are you interested in becoming involved in helping to make the Community School happen? If so, please give us your name, and the best way to contact you to learn more about how you may want to be involved. (Pass around a sign-up sheet)

Closing: Thank parents for participating. Let them know that for those that signed up, we will be contacting them in the next 3-4 weeks to talk more about how parents can help (school name) become an effective Community School.

Community Needs Assessment

School & Community Demographic Data

School & Community Name:

Community Data

1. Population _____ (Census Bureau Data)

Ethnicity breakdown (%):

_____ White _____ African American _____ Hispanic _____ Asian

_____ Native American _____ Other _____ Don't know/Unavailable

2. Languages Spoken (by percentage of population):

_____ English Only _____ English & Spanish _____ Spanish Only

_____ Other(_____) _____ Other(_____)

Health Data

1. Immunization Rates: _____% of youth population immunized by State Deadline last year.

Immunization Trends:

_____ % of youth population immunized by state deadline 2 years ago.

_____ % of youth population immunized by state deadline 3 years ago.

_____ % of youth population immunized by state deadline 4 years ago.

_____ % of youth population immunized by state deadline 5 years ago.

2. Most Common Health Diagnosis / Treatment for this community last year (Public Health):

3. Most Common Health-Related school absence last year: _____

4. Asthma

_____ # of students treated for Asthma last year

5. Childhood Obesity prevalence (Last year or most recent year measured)

_____ for this state. _____ City _____ School

6. Oral Health Care

_____ # of students treated for Oral Health problems last year (Public Health)
 _____% of student who have not seen a dentist in the last year
 _____ % of families who do not identify an oral health care provider

7. Vision

_____/_____% of students who have seen / not seen an eye doctor in the last year.
 _____ / _____% of students who wear / have been told to wear eyeglasses

Family

_____ % of families with / without health Insurance
 _____ # of Domestic Violence interventions by law enforcement last year
 _____ # Single parent head of household
 _____ # Grandparent/other family members raising student of this school
 _____ # of students in foster care

Economic Data

1. Poverty rates for _____ This community _____ City/County _____ State
2. _____% of students who get free or reduced lunch
3. Unemployment rates for his community _____ City/County _____ State _____
4. _____% Joblessness rates
5. _____ Other

Education Data***School Data – from School Report Card Data (ISBE)***

Racial/ Ethnic Breakdown: _____

Student Mobility Rates _____

Average Class size: _____

Academic Performance: _____

Teacher Experience: _____

Annual Yearly Progress: _____

State Testing Results- Student Performance

ACT Test scores (High School) _____

Graduation rates (High School) _____

Graduating Students enrolled in post-secondary education: _____

Graduating Students enrolled in 4 year University: _____

Reading Scores: _____

Math Scores: _____

Science Scores: _____

Housing Data

1. Housing
 _____ of students' families living in public housing
 _____ of students' families living in section 8 housing
 _____ of students' families living in temporary housing
 _____ of students' families living in transient housing
 _____ of students' families who are homeless

Crime Data

1. _____ Crime data for this community / _____ city / _____ county
2. _____ Underage Substance Abuse arrests
3. _____ Gang related crime incidents
4. _____ Other

Community Needs Assessment

School & Community Conditions Analysis

DEVELOPMENT AREA	"OUR GUT FEELING"	DATA	SOURCES
Intellectual/Life Long Learning <ul style="list-style-type: none"> • Academic 	<ul style="list-style-type: none"> • Poor writing, grammar & vocabulary • Lack of academically enriching home/community opportunities • Not reading for pleasure • Poor study skills • High # of Students not motivated about school • Don't do homework; not engaged in class • Not ready for school work 	<ul style="list-style-type: none"> • Below grade levels test scores in reading, math & other subjects • High %age of ELL students 	<ul style="list-style-type: none"> • School Report Card • Test Scores • Teacher grade books • Student Report Cards • Teacher reports • Student reports • Parent reports
Culture/Social Grouping <ul style="list-style-type: none"> • Income Status • Experience of racism & discrimination • Citizenship status • Other 	<ul style="list-style-type: none"> • Language, racism & cultural differences make adjustment difficult • Lack of access to needed services (don't exist in area or there are obstacles such as lack of interpreters) • Families work 2+ jobs; apartments may be overcrowded • High % of families without citizenship papers who fear deportation 	<ul style="list-style-type: none"> • Parents who don't speak English • High %age of working poor families (in poverty) • Parents have little schooling experience • High mobility 	
Family Status	<ul style="list-style-type: none"> • High stress associated with poverty/low income • Parent-child role reversal; cultural disconnects • High incidences of alcoholism; domestic violence; disease & illness 		
Social <ul style="list-style-type: none"> • Recreational • Peer relations 	<ul style="list-style-type: none"> • Lack of safe places for recreational activities • Lack of peer support for learning & school success • Lack of positive alternatives to gangs • Lack of alternative to risk behaviors such as premature sex & substance abuse 	<ul style="list-style-type: none"> • 	

DEVELOPMENT AREA	"OUR GUT FEELING"	DATA	SOURCES
Emotional	<ul style="list-style-type: none"> • Internalization of negative feedback about one's culture, ability, & one's future • Lack of positive ways of reducing stress & anger • Lack of positive supports & resources for more serious emotional problems • Pressures of cultural dissonance, cultural assimilation & barriers to assimilation 	•	
Family Support & Responsibility	•	•	
College Readiness	•	•	
Work Readiness	•	•	
Civic Responsibility	•	•	

CONCEPTUAL FRAMEWORK

1

ACADEMIC ACHIEVEMENT

- GRADE LEVEL PROFICIENCY
- EARLY ACADEMIC WARNING SYSTEMS
- MULTI-TIERED SYSTEMS OF SUPPORT
- CULTURE AND CLIMATE/PBIS

2

EXPANDED AND EXTENDED LEARNING OPPORTUNITIES

- TUTORING AND HOMEWORK ASSISTANCE
- SCHOOL READINESS/EARLY CHILDHOOD EDUCATION
- OUT-OF-SCHOOL LEARNING
- MENTORING

3

INTEGRATED STUDENT SUPPORTS

- HEALTH (I.E. DENTAL, VISION, MENTAL HEALTH)
- SOCIALSERVICES (I.E. FOOD, HOUSING, TRANSPORTATION)
- WORKFORCE DEVELOPMENT AND JOBS FOR FAMILIES

4

FAMILY AND COMMUNITY ENGAGEMENT

- HEALTH AND COMMUNITY FAIRS
- PARENT SUPPORT AND LIFE SKILLS DEVELOPMENT
- ENRICHMENT (I.E. RECREATION, LIBRARIES)
- ADULT EDUCATION AND SUPPORT



REINVENT SCHOOLS LAS VEGAS TEAMS

RSLV is grounded in a collaborative, vertical team approach to making a difference in the lives of children and families. Each team serves a unique purpose that supports movement toward overall goals.

REINVENT SCHOOLS EXECUTIVE LEADERSHIP TEAM

CLV Intermediary
RSLV Evaluation Team
Community School Service Provider Supervisor
CLV and CCSD Leadership

REINVENT SCHOOLS SITE TEAM

RSLV City Staff
RSLV Site Coordinator(s)
AmeriCorps Team Members
School Administration (Principal/Asst. Principal)
School Counselor/Parent Liaison Staff
Teacher(s)
Parent Representative(s)

REINVENT SCHOOLS EVALUATION TEAM

Higher Education Consultants

Teams and Member Roles and Responsibilities

The success of RSLV is dependent upon the collaboration of its team members. Team members bring their unique lens to the RSLV culture in effort to foster change.

ReInvent Schools Executive Leadership Team

**Meets Quarterly*

Team Roles and Functions: This team is the governing body that oversees the operational decisions related to RSLV. Members of this team will work to refine the model to be certain it aligns with the mission, vision, and goals of RSLV.

Team Guidelines and Suggestions: The ReInvent Schools Evaluation Team should be asked to provide data to guide the agenda of these meetings.

ReInvent Schools Site Team

Team Roles and Functions: This is the local community school team. This team will meet regularly to promote the movement toward the RSLV goals. Members of this team will highlight successes and identify challenges to moving toward the RSLV goals. This team will relay individual school needs to the RSLV Executive Leadership Team.

Team Guidelines and Suggestions: These meetings should avoid individual student data when possible. Also, parents and community members who support the community school should be invited to these meetings as deemed necessary.

ReInvent Schools Evaluation Team

The following team members are not required at ReInvent Schools Site Team meetings. They serve in a data collection and analyzing function.

Team Roles and Functions: The RSLV Evaluation Team is responsible for reviewing, analyzing and disseminating data collected. These individuals provide feedback to the various RSLV teams to promote progress monitoring.



City of Las Vegas Sponsored Programming

City of Las Vegas AmeriCorps

AmeriCorps is a national network of service programs that provides Americans of all ages and backgrounds with full- and part-time opportunities to serve their communities. Often referred to as the “domestic Peace Corps,” AmeriCorps engages over 80,000 members annually to help meet the nation’s critical needs in six key areas: disaster services, economic opportunity, education, environmental stewardship, healthy futures, and veterans and military families.

The ReInvent Schools Las Vegas (RSLV) AmeriCorps Program’s mission is to improve academic excellence for every child by creating a strong collective culture among students, families, and educators to ensure academic achievement and lifelong success for every child. RSLV AmeriCorps members meet critical needs in their community focusing their service on Education in two capacities, as Literacy Tutors or Success Mentors.

Literacy Tutors provide literacy enrichment activities to students identified as being at least one year below grade level. Members deliver one-on-one literacy tutoring before, during and after school to ensure students are at or above grade level by the end of the third grade. Tutors will ensure the program has access to the most up-to-date and impactful instructional technology by utilizing iPads. iPads have become a remarkable tool for educational instruction, especially in reading and literacy. iPads will be used for implementing and individualizing reading interventions for students that are below grade level in one or more of the key areas of literacy-- phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Success Mentors are matched with students that have been identified by school leadership as needing support to be successful in school. They focus on assisting students to better their attendance, thus improving both behavior and course performance. Members empower at-risk students to see their potential by providing consistent and ongoing mentoring.

Literacy Tutors Performance Measures:

- 400 students who are at least 1 year behind in literacy proficiency will start the Student Tutoring Achievement for Reading Program
- 320 students who are at least 1 year behind in literacy proficiency will complete participation of at least 1 hour per week for at least 16 weeks of tutoring in Student Tutoring Achievement for Reading Program
- 240 students that were at least 1 year behind and participated in STAR Reading Program demonstrated improved academic performance in literacy

Student Success Mentors Performance Measures:

- 240 identified as at-risk for attendance issues (6, 10, or 15-day truancy notice) will start in the Star Attendance Mentor Program
- 180 students identified as at-risk for attendance issues (6, 10, or 15-day truancy notice) are sustained by the Star Attendance Program for at least 1 hour per week for 6 months
- 150 students participated in the Star Attendance Program and demonstrated a positive and significant change in behaviors as evidenced by increased attendance based on school records

City of Las Vegas Safekey Enrichment Program

Families living in high poverty areas, such as the communities RSLV schools serve, look to afterschool programs as a source of support to help meet their daily needs more so than families living outside of these communities. As a result, the City of Las Vegas is invested in its commitment to providing quality afterschool programs at no cost to these communities. The list below describes the partnerships and curriculum that have been incorporated into the afterschool programs offered at the RSLV schools.

CATCH Kids Club

The city of Las Vegas Safekey program is proud to partner with the Southern Nevada Health District to include the Coordinated Approach to Child Health (CATCH) Kids Club as a component of its services. The CATCH program is designed to promote behaviors that assist in developing and maintaining good health in school-age children. This component of Safekey helps support the Mayor's Healthy Lifestyle Initiative, which encourages Las Vegas residents to Get Smart, Get Up and Get Out to improve diet, nutrition and physical fitness. CATCH Kids Club Physical Activity Boxes include activity cards that detail instructions for fun activities that keep kids moving. Each box includes 638 developmentally appropriate activity, task, formation cards including modifications for students with disabilities, designed to increase activity sessions.

The CATCH program design is based on the Center for Disease Control and Prevention's Coordinated School Health model as it relates to physical activity and nutrition, and aligns with the updated Whole School, Whole Community, Whole Child (WSCC) model. The key to this alignment is the CATCH Coordination Kit. Unique to the CATCH program (no other program on the market has a similar tool), this resource provides a step-by-step guide for coordinating wellness effort across the campus, district, and into the community. On each campus, a CATCH Champion and team are recruited to spearhead and coordinate program efforts. The CATCH team may include PE & classroom teachers, nutrition services, health services, school administrators, specials teachers, parent leaders, students, and community constituents. Organized into 6-week themes, the coordination kit guides the CATCH team in conducting simple to more complex activities designed to engage the school community and deliver consistent messaging about healthy lifestyles. Examples of activities included in the coordination kit are: Signage

promoting GO-SLOW-WHOA, including health messages in daily announcements, sending home parent tip sheets and newsletters, hosting a family/community fun night, planning staff wellness activities, etc.

Reader's Theater

Beginning in the 2017-18 school year, the City of Las Vegas began integrating the Reader's Theater series into the Safekey Apple Core Program. Reader's Theater is reading a story aloud, such as a play, without memorization, props or a stage. Students are each assigned a character role and instructed to read their part with expression, meaning and enthusiasm. Reader's Theater gives students an outlet for creative expression and a safe platform for building reading confidence which translates into success in many other areas of their lives. Strong reading and comprehension skills are the cornerstone for a successful educational experience. Reader's Theater is research based and a well-known fluency building strategy that engages and entertains students while they learn and improve their skills.

APPLE Core Reading Program

Research shows reading 20 minutes per day can positively impact students' academic achievement. After-school programs, like Safekey, have an opportunity to use program time to incorporate fun, positive academic options to engage children and make an academic contribution and impact. To accomplish this, the city of Las Vegas Safekey program partners with the Clark County School District's Apple Core program to integrate reading incentives into Safekey, and maximize reading during Safekey hours. Students track minutes read during Safekey hours, and quarterly tracking sheets are completed noting minutes read by each student. Incentives are earned every 300 and 1,200 minutes read.

Community Engagement Festivals

The City of Las Vegas hosts Community Engagement Festivals at each of the nine ReInvent Schools Las Vegas. Safe Summer Nights occur annually during the months of April and May. Fall Festivals occur annually during the months of October and November. Each event includes a community resource fair with vendors ranging from public health, safety and recreation, arts and education, and health and wellness checks for the community. In addition to a robust resource fair, students of the ReInvent Schools Las Vegas, their families and community members enjoy free music (DJ), refreshments (while supplies last), carnival style games with prizes, face painting, and community and student performances. The Department of Youth Development is proud to collaborate with other departments at the City of Las Vegas, local businesses and non-profits, and healthcare providers from all over the valley.

Healthy School, Healthy Life

The health of our families is crucial to the health of our community and the educational success of our children. Together with our partner, Create a Change Now, we are working to reduce the number of Clark County School District (CCSD) students who are overweight/obese and increase school performance within our RSLV schools. The Healthy School, Healthy Life program has five components: Hands on Garden Classes, Chefs in Schools, Let's Move Fitness Programs/Yoga, Pop Up Produce, and Nutrition Lessons. The Healthy School, Healthy Life programming allows for students and their families to benefit from edible education. Hands on learning, active gardening, and engaging nutritional education, are all instruments used so students can form a positive relationship with food. The Chefs in Schools component brings in local restaurant chefs to work with students to create delicious, healthy recipes utilizing produce from the learning gardens. Through leveraging partnership with other leading non-profits, the Let's Move element allows exercise and fitness programs to be brought into RSLV schools.

Most children at these schools reside within a food desert, meaning that access to fresh produce is limited. In response to this problem, Pop Up Produce was created in partnership with our local food bank, Three Square. Students and their families receive a five-pound bag full of fruits and vegetables along with a recipe describing how to cook what's inside. The importance of eating healthy is reinforced through nutrition lessons provided during school.

Mindful Movements by T.R.Y.

Mindful Movements by T.R.Y. is a program developed to foster emotional intelligence and strengthen resilience in youth and school staff who live or work in areas where they may experience trauma or live with toxic stress. High levels of anxiety and school-related stress have been associated with learning disabilities and behavioral issues. Which in turn activate stress responses in the staff and throughout the culture of the school. Mindful Movements by T.R.Y. at the Reinvent Schools connects staff and students back to their bodies and minds enhancing their own ability to self-regulate automatically and improves their overall resiliency to life's stresses. Every time a student or staff member completes a Mindful Movements practice they will experience calm and peace which they learn is always available to them through the tools they have been given from this method. Staff, students, and their parents when possible, practicing this method together is a powerful bonding experience as well, which promotes a healthier relationship for all, bettering the overall behavior, scores and culture of these schools and their community.

The trainees complete a series of trauma related training modules regarding the effects of trauma or toxic stress on the mind and body, combined with skills in delivering the specific 90 second, 15 minute or 30 minute Mindful Movements methods. These

methods have been created to target specific areas of the nervous system in which stress, anxiety and fear have a toxic effect. Through a series of breathwork, somatic movements, mindfulness, and affirmations, students and staff experience: calm, feeling more focused, reduced anxiety or stress, improved autonomic self-regulation and become less reactive. Mindful Movements can be used at the beginning of class or anytime a “reset” would be appropriate.



Support Systems

CCSD Sponsored Support

- CCSD Social Workers
- CCSD Positive Behavior Intervention Services

CCSD Family and Community Engagement Services (FACES)

- Services all CCSD schools
- Involvement vs. Engagement
- University of Family Learning
 - Designed to effectively increase family and student success and how to learn/teach/develop as a family.
 - Free to families, guardians of CCSD students and future students.
- Parent Leadership
 - Designed to help parents feel comfortable on CCSD sites.
 - Become more involved on a school campus i.e., how to start a PTA.
- How to navigate Infinite Campus – parent workshops.
- CCSD on the Move
 - Full service mobile technology lab to offer help with infinite campus, school related computer items, trainings and workshops.
 - Family Engagement Centers at 12 elementary schools and 2 Family Engagement Resource Centers.
 - Have Rosetta Stone available at all centers.
- Able to offer workshops outside of schools as well as on-line – some are at libraries, Boys & Girls Club, Arizona Charlies.

CCSD Partnership Office

- Services all CCSD schools
- Safe Routes to School
- Partnership with Lens Crafters offering free exams/glasses for CCSD students. Students need to register with counselor first.
- Partnership with Three Square
- Partnering with Kennedy Center to promote teaching through the arts for grades K-8
- Century Link will be donating 300 phones/iPads for high school students
- Working with Spread the Word Nevada
- Working with Conns Home Store with a lending book model program

RSLV Strategic Partners

** This list is not exhaustive of all current and future partners.*

Communities in Schools (may require school funding)

- Full time staff member in schools to provide school wide services
 - Each CIS staff has their own resource room in every school
 - CIS case manages 5-10% school population; also provides school-wide services
- CIS aligns with school performance plan and assists school with certain things such as behavioral habits, maintaining an open relationship with teachers and school staff, coordinating social services, assisting with improving attendance

Las Vegas-Clark County Library District (LVCCLD)

- Homework Help
- Brainfuse Online Individualized Tutoring
- Digital Literacy and Online Research

Public Education Foundation (may require school funding)

- Family Learning Program (32 weeks)
- Partner with College Of Southern Nevada (CSN) for English language classes
- Focus on Parent and Child Together (PACT) time, mentoring, and engagement

Vegas PBS (some programs may require school funding)

- Offering outreach programs for families and children utilizing different methods.
 - Family engagement workshops
 - Pre-K workshops – 5 to 9 per year.
 - STEM Program
 - After-school programs – curriculum can be applied for summer learning as well.
 - Media kits
 - Professional Development and resources for educators
 - Educational apps
 - Use umbrella topics
- Free Loan Library designed for special needs populations/individuals with disabilities. Material is available for parents and service providers.

Sponsors

Anthem Blue Cross Blue Shield
 Create A Change Now
 MGM Resorts International
 Mindful Movements by T.R.Y.



Reinvent Schools Las Vegas is a partnership between the Clark County School District and the city of Las Vegas in collaboration with local businesses and non-profit organizations. These community schools are hubs where we assist students and their families. Reinvent Schools focus on aligning academic achievement, expanded learning, integrated student supports and family and community engagement. Reinvent Schools is a full-service community school model based on successful plans from across the nation.

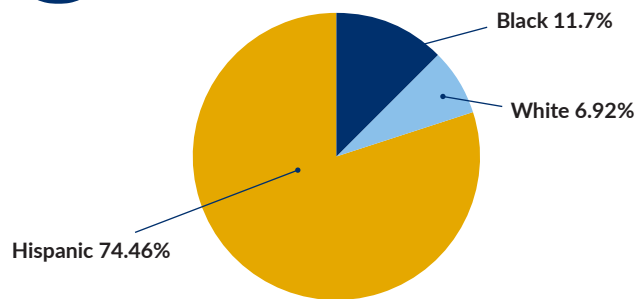
SCHOOL PROFILE

BOOKER ELEMENTARY SCHOOL
2277 N Martin L King Blvd, Las Vegas, NV 89106
702.799.4720
Total Student Enrollement: 500
Pre-k-5th | Principal: Marcus J. Mason

2016-2017 DATA



DEMOGRAPHICS



SCHOOL STATISTICS

- Free & Reduced Lunch..... 100%
- Transiency Rate 26.2%
- English Learners..... 31.4%
- IEP Population 14.6%



COMMUNITY STATISTICS

- Median Family Income \$38,889
- Unemployment Rate 18.2%
- Families Below Poverty Line..... 32.94%



CHRONIC ABSENTEEISM

- Overall..... 12.7%
- Black..... 14.3%
- Hispanic..... 10.3%
- White..... 36.3%
- Asian -%
- Other 18.7%

Chronic absenteeism is defined as missing 10 or more school days for any reason, including excused, unexcused or disciplinary absences.



READING PROFICIENCY

- 3rd Grade..... 40.5%
- 4th Grade 20.3%
- 5th Grade 32.9%



MATH PROFICIENCY

- 3rd Grade..... 31.3%
- 4th Grade 30.9%
- 5th Grade 9.9%